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# BOOKS ABOUT THE BLIND



# BOOKS ABOUT THE BLIND

A BIBLIOGRAPHICAL GUIDE TO  
LITERATURE RELATING TO THE BLIND

*by*

HELGA LENDE

1940

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NEW YORK



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## PREFACE

THIS VOLUME has been conceived as a compilation of special annotated bibliographies on various subjects relating to the blind. This form was decided upon after years of experience with students in the Library of the American Foundation for the Blind had indicated that such classified lists were more helpful to them than would be a single comprehensive bibliography on the blind.

Literature relating to the blind is not of a homogeneous character. Consequently, much of this material is included in the larger general libraries and can be located if a proper bibliographical guide is at hand. It is hoped that this volume may serve as such a guide and thus enable interested persons to obtain the references they need in the library most conveniently located for them. In a sense, it may be said that it is the purpose of this volume to make any large library serve as a special library on the blind.

The selection of references included in this compilation has been based mainly on the book collection in the Library of the American Foundation for the Blind. Over 3500 items have been examined. Much of the literature on the blind, however, may be said to be repetitious and in many cases is of a more emotional than factual character. Therefore, it was thought to be in the interest of the student to make this compilation somewhat selective, giving preference to the more important and relevant items, especially in regard to the very extensive literature on the blind found in various foreign languages. The final number of annotated references included is about 2700.

In the preparation of the annotations, I have been fortunate to have the counsel and criticism of Dr. Berthold Lowenfeld of the Staff of the American Foundation for the Blind. Especially in the treatment of psychological references Dr. Lowenfeld's assistance has been invaluable.

HELGALENDE.



# EDUCATION OF THE BLIND





## GENERAL AND HISTORICAL WORKS

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND. Proceedings of biennial conventions. 1871-date.

ARMITAGE, T. R. The education and employment of the blind; what it has been, is, and ought to be. London, Harrison & Sons, 1886. 216p.

BEST, H. Blindness and the blind in the United States. New York, The Macmillan Co., 1934. 714p.

The most comprehensive work on the blind in the United States.

———. A comparison of the educational treatment of the deaf, the blind, and the feeble-minded. *American Journal of Sociology*, 35, 1930. pp. 631-639.

Presents the study from an historical and sociological angle.

CUTSFORTH, T. D. The blind in school and society; a psychological study. New York. D. Appleton and Co., 1933. 263p.

Discusses the preschool blind child; verbalism; phantasy life of the blind; voice and speech; problems in their emotional life; their sex behavior and aesthetic life; personality problems in institutions for the blind; and social adjustment in a college community.

FRAMPTON, M. E. and ROWELL, H. G., ed. Education of the handicapped; volume one History, volume two Problems. Yonkers-on-Hudson, World Book Co., 1938-1940. 260, 440p.

Both of these volumes contain chapters dealing with the visually handicapped.

FRENCH, R. S. From Homer to Helen Keller; a social and educational study of the blind. New York, American Foundation for the Blind, 1932. 298p.

GUILLIÉ, S. Essai sur l'instruction des aveugles, ou Exposé analytique des procédés employés pour les instruire. Paris, Imprimé par les aveugles, 1817. 224p.

(English translation: Essay on the instruction and amusements of the blind. London, Richard Phillips, 1819. 154p.)

An early book on the education of the blind, written by one of the first directors of the Institution for the Blind in Paris, France. Of historical value.

HAÛY, V. Essai sur l'éducation des aveugles, . . . dédié au Roi. Paris, Imprimé par les Enfants-Aveugles, 1786. 126p.

The pioneer work on the education of the blind. Available in several English translations.

HUBERT-VALLEROUX, M.-E. Des sourds-muets et des aveugles; mémoire sur l'état actuel des institutions a leur usage et sur les réformes a y apporter. Paris, Victor Masson, 1855. 71p.

Of historical interest to the student of early work for the blind.

ILLINGWORTH, W. H. History of the education of the blind. London, Sampson, Low, Marston & Co., Ltd., 1910. 167p.

A volume intended to be used as a textbook in the preparation of teachers for the blind in England.

JOINT COMMITTEE OF THE COLLEGE OF TEACHERS OF THE BLIND AND THE NATIONAL INSTITUTE FOR THE BLIND. The education of the blind; a survey. London, Edward Arnold & Co., 1936. 344p.

Report of an investigation made by the Committee into the education of the blind, giving a detailed survey of the entire field, and offering practical advice on aspects of day-to-day teaching routine.

KLEIN, J. W. Geschichte des Blinden-Unterrichtes und der den Blinden gewidmeten Anstalten in Deutschland sammt Nachrichten von Blinden-Anstalten in andern Ländern. Wien, A. Pichler's Witwe, 1837. 204p.

One of the earlier books on the education of the blind.

———. *Lehrbuch zum Unterrichte der Blinden*. Wien, Anton Strauss, 1819. 455p.

One of the first books published on the education of the blind, written by a pioneer in the field.

KRETSCHMER, R. *Geschichte des Blindenwesens vom Altertum bis zum Beginn der allgemeinen Blindenbildung*. Rati-  
bor, Obersch. Gesellschaftsdruckerei, 1925. 204p.

A history of work for the blind from early times to the beginning of the general education of the blind.

LA SIZERANNE, M. DE. *The blind as seen through blind eyes*, trans. by F. Park Lewis. New York, G. P. Putnam's Sons, 1893. 154p.

Discusses characteristics of the blind, Valentin Haüy and his work, the schools for the blind, and the blind in society.

LENDE, H., ed. *What of the blind? A survey of the development and scope of present-day work with the blind*. New York, American Foundation for the Blind, 1938. 214p.

A collection of papers by 19 experts in various fields of work with the blind. Among subjects covered are causes and prevention of blindness; the blind preschool child; education of the young blind; psychology of the blind; social adjustment of the adult blind; volunteer work with the blind; reading and recreation.

MELL, A., ed. *Der Blindenunterricht*. Wien, A. Pichlers Witwe & Sohn, 1910. 254p.

Lectures on principles, methods and aims of the instruction in schools for the blind, delivered by members of the staff of the Royal institute for the blind in Vienna, Austria.

———. *Encyklopädisches Handbuch des Blindenwesens*; herausgegeben unter Mitwirkung vieler hervorragender Schul- und Fachmänner. Wien, A. Pichlers Witwe & Sohn, 1900. 890p.

An exhaustive reference work on the blind and work for the blind for its time of publication (1900). Especially valuable for its historical and biographical material.

MERRY, R. V. *Problems in the education of visually handicapped children*. Cam-

bridge, Harvard University Press, 1933. 243p.

This book attempts to evaluate what has been accomplished in the education of visually handicapped children, and to indicate some of the problems which as yet are unsolved.

RITCHIE, J. M. *Concerning the blind*. Edinburgh, Oliver and Boyd, 1930. 244p.

Historical sketch of organized effort on behalf of the blind of Great Britain, with some thoughts concerning the mental life of a person born blind.

RODENBACH, A. *Les aveugles et les sourds-muets; histoire, instruction, éducation, biographies*. Bruxelles, J.-A. Slingeneyer Ainé, 1855. pp. 1-70.

The first part of this book deals with the blind, their history, instruction, education with biographies of famous blind persons. Of historical value.

SCOTT, E. R. *The history of the education of the blind prior to 1830*. London, College of Teachers for the Blind, 1927. 15p.

STREHL, C. *Schulische, berufliche und nachgehende Fürsorge für Blinde und Seh-schwache*. Leipzig, Georg Thieme, 1939. 79p.

A report on the present status of work for the blind in Germany with regard to education, vocations and after-care.

VILLEY, P. *La pédagogie des aveugles*. Paris, Félix Alcan, 1922. 304p.

A presentation of general principles of the pedagogy of the blind, with an outline of an organization under which these principles of special education may be applied.

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION. *The handicapped child, report of the Committee on Physically and Mentally Handicapped*. New York, The Century Co., 1933. pp. 43-116.

The report of the Subcommittee on the Blind and Visually Handicapped attempts to present the number of blind children, the extent and adequacy of existing provisions for them, and makes recommendations for a future program for activity and research.

———. *Special education, the handicapped and the gifted; report of the Committee on Special Classes*. New



York, The Century Co., 1931. pp. 241-274.

The Subcommittee on the Blind and the Partially Seeing reports on the education of blind children in day school classes in public schools throughout the country, and gives recommendations for improvement of this service.

ZECH, F. *Erziehung und Unterricht der Blinden*. Danzig, A. W. Kafemann, 1913. 260p.

An introduction to the education of the blind, based on practices and methods used in German schools for the blind.

## PRESCHOOL AND KINDERGARTEN TRAINING

ALDEN, C. W. How to prevent the blind baby from growing up crippled and feeble-minded. *New Jersey Conference of Charities and Corrections*, 1913. pp. 152-155.

The writer contends that a blind baby is better off in a nursery for the blind than in his own home, however good this home may be. Strongly biased.

———. Nurseries for blind babies. *American Association of Workers for the Blind*, 1907. pp. 112-113.

The moving spirit of the International Sunshine Branch for the Blind explains her work for establishing homes for blind babies.

ALTMANN, S. Psychological problems of the pre-school blind child. *World Conference on Work for the Blind*, New York, 1931. pp. 25-37.

An effort to bring to light some of the most elementary points in the psychology of the blind child, and to present the necessary basis for discussion. "Out of an understanding of the psychology of the blind child will develop a new method of instruction of the blind child and an influence on his vocational training."

BAKER, E. A. Care of the preschool age blind child. *Outlook for the Blind*, 29, 1935. pp. 62-64.

The incidence of blindness in infancy is much reduced in recent years. There is, however, still a need for recommendation or provision of care for the blind child of preschool age. The writer outlines the program adopted for this group by the Canadian National Institute for the Blind. It was agreed that the establishment of a home for blind babies in Canada was not warranted, but placement in

carefully selected foster homes is sometimes resorted to.

BEAN, C. H. An unusual opportunity to investigate the psychology of language. *Journal of Genetic Psychology*, 40, 1932. pp. 181-202.

The subject of this investigation of the psychology of language was a child who was born blind and gained adequate sight through operations for congenital cataracts at the age of 16 months. The evidence consists of records made daily during the first four years of the child's life, and frequent records thereafter to his twentieth year.

BEEBE, E. Nine years of kindergarten for the blind. *American Association of Instructors of the Blind*, 1890. pp. 63-68.

An account of the work in the kindergarten at the Kentucky Institution for the Blind, with many suggestions for the use of objects and play material.

BERSHOW, B. L. A nursery department at the Minnesota School for the Blind. *Teachers Forum*, 8, 1936. pp. 94, 98.

Report on one and a half year's work of this department.

BRONNE, J. *Le Problème de la protection sociale des aveugles*. Paris, Griffon, 1927. pp. 65-73.

It is for the parents to begin the early training of the blind child. The writer enumerates 18 points to be followed in this training.

CAMPBELL, F. J. Infancy, childhood, and school life: education of the blind. *Mentor*, 2, 1892. pp. 4-10, 45-51.

Lack of early training of the blind child at home is often the cause of serious trouble for the blind adult. Having drifted through childhood he is content to drift through life.

CANADIAN NATIONAL INSTITUTE FOR THE BLIND. The home training of the blind child. 1927. 4p. (C.C.C.W. Publications, No. 33)

Advice to parents of a blind child.

The care of the blind child; report of a paper by Ben Purse. *New Beacon*, 14, 1930. pp. 124-125.

The care of the blind child suggests innumerable problems, the solution of which, particularly on the educational side, still offers ample scope for the closest investigation and research.

CAUFFMAN, J. G. The importance of the nursery school. *American Association of Instructors of the Blind*, 1938. pp. 152-153.

Describes the nursery school established at the Michigan School for the Blind.

COVILLE, D. L. Preschool training for blind children. *Virginia Guide*, 61, 1934, No. 3, pp. 1-2.

A description of the Arthur Sunshine Home and Nursery School for Blind Babies and the various services given there.

CUTSFORTH, T. D. The blind in school and society; a psychological study. New York, D. Appleton and Co., 1933. pp. 1-24.

From the instant the blind child is born, psychological influences from within the individual and from his social environment begin to shape his process of growth. Blindness changes the entire mental life of the individual. Among the points discussed are: Retardation of development, stimulation through touch and sound, acquisition of language, verbal unreality, egocentricity, social problems, etc.

DRAKE, H. M. The importance of developing manual skills in the young blind child. *Training School Bulletin*, 34, 1937. pp. 21-26.

A discussion of the possibility of leading a blind baby from passivity to activity by giving him a meaningful understanding of his environment through the development of manual skills. If a blind child has been given opportunities to use his hands in developing play

interests and self-help habits he will be well equipped to enter school at the age of six.

DRUMMOND, W. B. On the early training of blind children. *Pediatrics*, 7, 1899. pp. 533-538.

Too many blind children when admitted to schools for the blind were found deficient in more ways than lack of sight. This deficiency arose from want of proper care in the homes during the years of infancy.

E., H. S. Playtime in the kindergarten. *New Beacon*, 19, 1935. pp. 71-72.

Play activities at the Kindergarten for the Blind at Harborne, England. Illustrations.

Educating a blind baby, by a Sigma mother. *Talaria*, 4, 1931. pp. 88-92.

The mother of a blind baby tells of her first realization of the fact that her baby could not see, and of the difficulties she had in obtaining competent and up-to-date advice on the special problem of training a blind child at home. She makes a plea for more material on special teaching methods.

FINLAY, E. W. The blind child—its physical, spiritual and mental training. *New Beacon*, 15, 1931. pp. 129-131.

The blind child should be kept healthy and clean, but at the same time his mental and spiritual care and welfare are from the earliest years equally as important.

———. Residential provision for the care of the blind baby. *Beacon*, 5, 1921, No. 56. pp. 1-5.

Refers to English conditions.

FINNEGAN, A. To every mother of a blind child. *Outlook for the Blind*, 33, 1927. pp. 21-22.

A blind woman tells of her own happy childhood under the guidance of a wise mother.

FJELD, H. A., and MAXFIELD, K. E. Why a program of research on preschool blind children. *Journal of Psychology*, 6, 1938. pp. 43-68.

A survey of some existing studies of preschool blind children and proposals for further programs of research, particularly psychological research.

FOLEY, K. M. The home teacher and the child of pre-school age. *Outlook for the Blind*, 21, 1927, No. 3. pp. 41-44.

The greater part of the home teacher's time is devoted to the adult blind, but frequently advice is also asked as to the training of the child of preschool age. Such training should begin at the earliest possible moment. Cases are cited which have come within the writer's experience.

FORDYCE, A. D. The psychology of the blind baby. *New Beacon*, 20, 1936. pp. 156-157.

In the blind baby a factor in the normal development is missing, and he therefore from the earliest period requires special intelligent care. There is both an intellectual and a temperamental problem to be solved. Some general advice is given, directed mainly to parents of blind children.

FOSTER, E. W. Nurseries for blind babies. *American Association of Workers for the Blind*, 1907. pp. 108-111.

A plea for the establishment of homes for blind babies based upon conditions existing in Connecticut at the time.

FRIEL, S. S. The years before five. *New Beacon*, 18, 1934. pp. 133-134.

General rules for the physical and mental health of the seeing as well as the blind child given by the joint honorary secretary of National Baby Week Council, London, England.

FUCHS, W. Eigentümlichkeiten und Behandlung des blinden Kindes in vorschulpflichtigen Alter. *Mell, Blindenunterricht*, 1910. pp. 17-27.

It is necessary to devise special exercises and projects in order to give the blind child the special training which he needs in his early years.

GEORGI, K. A. Anleitung zur zweckmässigen Behandlung blinder Kinder im Kreise ihrer Familien von frühester Kindheit an bis zu ihrer Aufnahme in die Blindenanstalt. Dresden, Ch. G. Ernst am Ende, 1857. 45p. (Also Gerhardt, *Materialien zur Blindenpsychologie*, 1917. pp. 227-264)

One of the early contributions to the literature on the preschool blind child. The writer pleads for a proper training of the blind child so that he will be ready and able to benefit by his entry into a school for the blind.

GLENN, J. Kindergartens for the sightless. *Charities Review*, 1, 1892. pp. 263-267.

Rudimentary principles of the early kindergarten for the blind.

GREELEY, I. Nurseries for blind babies. *American Association of Workers for the Blind*, 1907. pp. 111-112.

The writer explains why nurseries for blind babies are needed and outlines their principal purposes. Based on conditions existing in Boston at the time.

HALFPENNY, A. K. Helps for the mother of a blind child. *Outlook for the Blind*, 8, 1914. pp. 41-46.

Advice to mothers regarding the daily care and training of blind children in their homes, and regarding the possibilities for a blind child for education and future employment.

HEBOLD, E. Das blinde Kind im elterlichen Hause und in der Volksschule. Berlin, Trowitzsch und Sohn, 1862. 60p.

Advice to parents and teachers on the training of a blind child at home and in school.

HOPKINS, M. S. Boston Nursery for Blind Babies. *Outlook for the Blind*, 5, 1911. pp. 63-67.

HOWE, S. G. Counsels to parents of blind children. *Perkins Institution, Annual report*, 1874. pp. 38-46.

Practical advice about the home training of blind children before school age.

HUMBERT, W. M. Adaptation of kindergarten material to the needs of blind children. *Teachers Forum*, 1, 1929, No. 7. pp. 2-4.

Points out that Froebel's Gifts and Occupations lend themselves well to the purpose of acquainting the blind child with the visible and tangible properties of things.

JOHNSON, F. L. The home training of little blind children. *Mentor*, 1, 1891. pp. 23-25.

Blind children must not be allowed to remain inactive. They should be encouraged to be independent and to do things for themselves like seeing children.

———. The need of kindergarten training for blind children. *Mentor*, 2, 1892. pp. 103-107.

A plea for kindergartens for blind children, and suggestions for suitable activities for such establishments.

JOINT COMMITTEE OF THE COLLEGE OF TEACHERS OF THE BLIND AND THE NATIONAL INSTITUTE FOR THE BLIND. The education of the blind; a survey. London, Edward Arnold & Co., 1936. pp. 86-96.

Provisions for the care of preschool blind children in England under the supervision of the National Institute for the Blind.

KELLER, H. A. Out of the dark. Garden City, N. Y., Doubleday, Page & Co., 1914. pp. 188-207. (Also *Ladies' Home Journal*, 25, 1908, No. 5. pp. 12, 76)

A plea for special attention and training for the small blind child. The advice given is largely built upon the writer's own experiences as a sightless child.

KNIE, J. G. Anleitung zur zweckmässigen Behandlung blinder Kinder, von der frühesten Jugend an in dem Kreise ihrer Familien und in den Schulen ihrer Wohnorte. Wien, P. P. Mechitaristen, 1936. 48p.

One of the early classical works on the care of the small blind child.

———. A guide to the proper management and education of blind children during their earlier years; trans. by W. Taylor. London, Simpkin, Marshall & Co., 1876. 78p.

A translation of a German classic on the early training of blind children and their general education. First published in 1836.

LA SIZERANNE, M. DE. Suggestions for the home training of blind children; trans. by J. J. Dow. Faribault, Minnesota School for the Blind, 19—? 4p.

A French benefactor of the blind, himself without sight, gives advice on home training of blind children.

LAWRENCE, I. J. The blind child in the home. Capetown, South African Council for the Blind, 193—? 11p.

A pamphlet containing practical advice to parents on prevention of blindness, the care of the blind infant, and on the attitude to be adopted towards the blind child during his holidays.

LENDERINK, H. J. De eerste Opvoeding van het blinde Kind in het huisgezin. Amsterdam, F. W. Egeling, 1899. 56p.

A booklet in the Dutch language on the home training of the small blind child.

LEVY, W. H. Blindness and the blind. London, Chapman and Hall, 1872. pp. 26-41.

The writer recommends that the remaining senses of the blind child be so developed that the loss of sight may become "as small an evil as possible".

LEWIS, F. P. The blind child. *Outlook for the Blind*, 10, 1916. pp. 5-9 (Reprinted from *New York State Journal of Medicine*, Jan., 1916)

A physician gives his advice to parents who suspect or discover that their child is blind.

———. What to do for blind children. Chicago, American Medical Association, 1936. 30p.

This is an earlier published pamphlet brought up to date and enlarged, in which a physician discusses the early training and later education of a blind child. First published in 1913?

LOEWENFELD, B. Zur Erziehung des blinden Kleinkindes. *Blindenfreund*, 51, 1931. pp. 59-62.

A review of a German book on the psychology of the seeing preschool child and what may be deduced from such a work that will be of benefit to the blind child of the same age.

McKAY, B. E. Social maturity of the preschool blind child. *Training School Bulletin*, 33, 1936. pp. 146-155.

The Vineland social maturity scale was administered to children at the Arthur Sunshine Home and Nursery School for the Blind in 1935-36 at intervals of two to three months. The improvement in three individual cases is described. The scale seems to serve as a record to show the results of training far better than a mental test.

McVICKAR, O. A nursery school for children with impaired vision. *Teachers Forum*, 12, 1939. pp. 12-16.

The history of the Boston Nursery for Blind Babies.

MAXFIELD, F. N. A project for blind babies. *Talaria*, 4, 1931. pp. 92-93.

A new welfare work, preschool education of blind babies, has been adopted as a project by the National Council of the Sigma Phi Beta.



MAXFIELD, K. E. Building a prereading vocabulary for small blind children. *Teachers Forum*, 11, 1938, pp. 35-39; & 11, 1939, pp. 43-48, 56.

Reports on an investigation conducted at the Arthur Sunshine Home and Nursery School for Blind Children to find out what words appeared with a high degree of repetition in braille primers and readers. Includes the "Arthur Home vocabulary list" which was a result of this study.

———. The pre-school blind child: a preliminary study. New York, American Foundation for the Blind, 1934. 21p. (Typewritten)

Records were obtained for 110 preschool children, of whom only 62 were truly blind and educable. In addition to pointing out a program for further investigation, this paper gives a digest of the information collected in regard to the children under observation.

———. The pre-school blind child: a preliminary study. *Teachers Forum*, 6, 1934. pp. 62-65.

Records were obtained for 110 preschool children, of whom only 62 were truly blind and educable. The chief value of the study was the uncovering of paths which called for further exploration. An abbreviated report.

———. The spoken language of the blind preschool child; a study of method. New York, 1936. 100p. (Archives of Psychology, No. 201)

A study of method preliminary to a longitudinal investigation. 8 children were used as subjects and the verbatim report form of the observational method was used.

———. The visually handicapped preschool child. *American Association of Instructors of the Blind*, 1934. pp. 101-105.

A discussion of an educational program for nursery schools for the blind in general and for the Arthur Sunshine Home and Nursery School for the Blind in particular.

———. The welfare of the visually handicapped preschool child. *Teachers Forum*, 7, 1935. pp. 69-71.

Many of the problems which face teachers in schools for the blind might have been avoided if their pupils had been given adequate preschool training. A laboratory for the study of

the best methods of training blind babies is needed with an extension service which will give advice on home training of blind children.

MECKER, W., and SAEMISCH, H. To the parents of seeing and of blind children; trans. by E. E. Allen. *Mentor*, 4, 1894. pp. 135-140. (Also *Outlook for the Blind*, 1, 1907, pp. 44-48; *Minnesota School for the Blind, Report*, 1928, pp. 37-38; *Schweizerischer Blindenbote*, 12, 1925, no. 4.)

Advice to parents on prevention of blindness and on home training of children who have become blind, written by a director of a German institution for the blind in conjunction with an eye physician.

MELCHIOR, A. The training of the senses of blind children. *Acta Ophthalmologica*, 12, 1934. pp. 392-398. (Also *New Beacon*, 19, 1935. pp. 124-127)

Practical suggestions for the training of the preschool blind child.

MERRY, F. K. Judging personality adjustments of blind kindergarten children through play activities. *Teachers Forum*, 5, 1933. pp. 86, 95.

Discusses answers by three teachers of kindergartens for the blind to a questionnaire asking for specific information upon the children's enjoyment and independence of play.

MERRY, R. V. Problems in the education of visually handicapped children. Cambridge, Harvard University Press, 1933. pp. 51-66.

The importance of preschool training for blind children was recognized a century ago. Most experts agree to the need of providing normal mental and bodily activity for the blind child and insist that he should be taught to walk and to perform simple tasks for himself at the same age as seeing children. Failure of such training may make the blind child appear feeble-minded even though he is quite normal.

MITCHELL, B. The Arthur Sunshine Home and Nursery School for the Blind; nursery school department. *Teachers Forum*, 8, 1935, pp. 26-30. (Also *New Beacon*, 20, 1936. pp. 15-17, 42-44.)

A description of the home and school and of teaching methods employed in reaching a varied group of children. Because most of the children suffered from physical or behavior



problems in addition to their blindness, it was found necessary to lower the age requirements for the earlier years. But the children were supposed to reach a parity with those who see by school age.

MOWRY, A. Industrial arts in a kindergarten of a school for the blind. *Teachers Forum*, 6, 1933. pp. 2-3.

Experiments in the use of building materials in a kindergarten for the blind.

MULOT, L. Les premières années de l'aveugle dans la famille, dans l'école maternelle. Paris, C. Delgrave, 190-? 131p.

Preschool and kindergarten work with blind children in France.

MURPHY, D. S. The extension service of the Arthur Sunshine Home and Nursery School for the Blind. *Teachers Forum*, 7, 1935. pp. 88-90.

Outlines the work of a Visiting Counselor in providing encouragement and guidance for mothers and children, so that the children may remain and develop normally in their own homes.

———. Seven months of home guidance among visually handicapped pre-school children. *American Association of Workers for the Blind*, 1935. pp. 202-205.

Tells of the extension service offered by the Arthur Sunshine Home and Nursery School for Blind Children to parents who are training blind children in their homes.

NATIONAL INSTITUTE FOR THE BLIND. The care of the blind baby. London, National Institute for the Blind, 193-? 20p. (Bulletin, No. 6)

Practical advice to the mother of a blind child in regard to its home training. Early months of life, beginning and later stages in walking, self-feeding, toys suitable for the blind child, the use of nursery rhymes are some of the subjects discussed.

PHILIPS, M. A., and ZIMMERMANN, P. B. Outline of curriculum for kindergarten and grades 1 and 2. *Teachers Forum*, 8, 1936. pp. 42-47, 59-60.

A course of study worked out by teachers of the Pennsylvania Institution for the Instruction of the Blind.

POULSSON, A. E. The blind children's kindergarten. *Wide Awake*, 17, 1883. pp. 276-281.

An illustrated article on the first years of the kindergarten of Perkins Institution.

PRITCHARD, E. The blind baby. *New Beacon*, 17, 1933. pp. 141-143.

An explanation of the work with blind babies at the Sunshine home at East Grinstead by the consulting physician to these homes.

———. The care of the blind baby. *New Beacon*, 16, 1932. pp. 121-124.

An account of the work with blind babies in the Sunshine homes associated with the National Institute for the Blind, London, England by the consulting physician to these homes.

RAPPAPY, A. J. Handbuch des Blindenunterrichtes. Brünn, Rudolf M. Rohrer, 1933. pp. 18-20.

A recognition that the mother is the most suitable person to bring up a blind baby, with certain rules for her to follow.

S., M. W. The blind baby. *Mentor*, 2, 1892. pp. 21-24.

The special education of the blind child begins at the date of his blindness. It is for the mother to provide that healthful exercise of mind and body which will promote natural growth.

Sinnen-entwicklung und Persönlichkeitsaufbau beim blinden Kleinkind. *Archiv für das Blindenwesen*, 1, 1934. pp. 13-16.

It must be admitted that blindness will endow the child with a special personality structure. The writer investigates this "difference" in three stages of the child's life, the hearing stage, the observing and the grasping stage.

STEPHANIE, SISTER M. Guidance of the pre-school blind child. *National Catholic Educational Association, Proceedings and Addresses*, 1938. pp. 504-511.

The story of the Boston Nursery for Blind Babies. *Outlook for the Blind*, 10, 1916. pp. 74-76.

STURGIS, D. The kindergarten for the blind. *New England Magazine*, 13, 1895. pp. 433-452.

An illustrated article on the kindergarten for the blind at Perkins Institution.

Sunshine babies at the zoo, by the matron, "Sunshine House", East Grinstead. *New Beacon*, 17, 1933. pp. 265-266.

A visit to the zoo.

TABER, M. Contributions of simple home living to the learnings of a preschool blind child. Masters thesis, Cornell University, 1936. (Typewritten)

TOTMAN, H. E. What shall we do with our blind babies? *What of the Blind?* 1938. pp. 35-49. (Also *Outlook for the Blind*, 27, 1933. pp. 52-60)

Parents of blind babies should familiarize themselves with the most up-to-date methods for the care and training of normally sighted children, and face the necessity that more attention, more effort and greater care are called for with the blind child. Suitable toys and other special aids are discussed in detail.

VERNON, M. Words in the blind world. *New Beacon*, 20, 1936. pp. 281-284. (Also *Teacher of the Blind*, 25, 1937. pp. 218-222)

Discusses the development of language in preschool blind children.

WANECEK, O. Das blinde Kind und seine kindergartnsmässige Behandlung. Simo-

nic, *Kindergartenpädagogik*. Wien, Holder-Pichler-Tempsky, 1931. II, pp. 171-175.

Some remarks on the blind child in general and on the advantages and the underlying principles of the kindergarten specially organized for him.

WOLFERS, A. E., and McVICKAR, O. B. The pre-school blind child; a guide for mothers and teachers in the care and training of the visually defective infant and pre-school child. Boston, 1936.

A description of the Boston Nursery for Blind Babies.

The work of the "Sunshine kindergartens". *New Beacon*, 18, 1934. pp. 115-116, 141-142, 174-175, 208-209, 235-236.

A series of articles on the kindergartens in the English "Sunshine homes". The articles are divided as follows: Introduction; Indoor activities of children from 3-5 years; Free activities of the children from 3-5 years; Work with elder children; Children as playwrights and actors.

ZECH, F. Erziehung und Unterricht der Blinden. Danzig, A. W. Kafemann, 1913. pp. 52-57.

Includes a chapter of practical suggestions for the care of the blind child at home.

## EDUCATIONAL METHODS

### CURRICULUM

ABEL, G. L. Changes in the course of study to meet the needs of the day and locality. *American Association of Instructors of the Blind*, 1936. pp. 102-106.

Discusses fundamentals underlying any course of study and necessary changes as they relate to the school for the blind in particular, with a suggested daily program.

AMERICAN ASSOCIATION OF INSTRUCTORS OF THE BLIND. COMMITTEE ON EFFICIENCY. Report. *Outlook for the Blind*, 14, 1920. pp. 34-40.

Report of a committee appointed to "consider the problem of the curriculum in schools

for the blind and to recommend such changes and modifications as may tend to greater efficiency".

ATHEARN, C. R. Curriculum study, grades 4, 5 and 6. New York, New York Institute for the Education of the Blind, 1937. (Monograph, No. 7, pp. 1-29.) (Mimeographed)

———. Keeping pace with the advancing curriculum at the New York Institute for the Education of the Blind. *Teachers Forum*, 10, 1937. pp. 2-6.

Considers curriculum changes in general and

points out some fundamental principles which should be followed in the education of the blind, giving special attention to the elementary curriculum and junior and senior high school courses.

ELLIS, E. F. A study in curriculum for the third grade. New York, New York Institute for the Education of the Blind, 1937. (Monograph No. 7, pp. 30-83) (Mimeographed)

FRENCH, R. S. Some fundamental considerations in the reconstruction of the educational program of a residential school for the blind. *Teachers Forum*, 8, 1935. pp. 37-39.

Examines the fundamental requirements for a proper education, for the blind person as well as the seeing.

MARTIN, M. E. Practices and procedures in secondary schools for the blind in the United States; Doctors dissertation, University of California, 1933. 428p. (Type-written)

A study of high school education in residential schools for the blind with regard to organization, administration, curricula and methods with a list of provisions made in various states for further academic training.

QUIMBY, N. F. An ideal curriculum for a school for the blind. *American Association of Instructors of the Blind*, 1936. pp. 16-22.

Presents in a general way aims and principles which should be followed in the formation of a curriculum for the school for the blind at the present time.

RACE, W. B. Enriching the curricula in schools for the blind. *Teacher of the Blind*, 21, 1933. pp. 79-85.

Revising the course of study in our schools for the blind. *American Association of Instructors of the Blind*, 1918. pp. 21-38.

Does the school curriculum deserve re-examination? by J. T. Hooper; What degree of uniformity in courses of study in schools for the blind as respects elementary work is desirable? by J. H. Hinemon; Relation of our courses to courses in classes for seeing pupils in the public schools, by E. E. Bramlette; Principles determining what a blind girl shall be set to studying, by G. F. Oliphant; Relative importance of the cultural and the useful subjects as applied to high school programs, by H. Molter.

WOODWARD, MRS. R. Objectives, fixed and variable, in the education of the blind. *American Association of Instructors of the Blind*, 1936. pp. 24-27.

## DOMESTIC SCIENCE

ALLEN, E. K. Our household science club. *Teachers Forum*, 2, 1930. No. 4. pp. 8-10.

A description of a project at the Halifax School for the Blind where blind and partially seeing girls are taught housekeeping of the kind that would be helpful in the country homes from which most of the children come.

BETZ, I. Cooking and sewing for blind students. *Journal of Home Economics*, 23, 1931. pp. 740-742.

This paper describes the work of a household arts class composed of girls in the sixth to ninth grades who were students in the day school classes for blind children in Cleveland, Ohio.

BLOSS, L. E. Michigan School offers new plan for training in home economics. *Teachers Forum*, 12, 1940. pp. 73, 79.

Describes home arts classes conducted at the Michigan School for the Blind under the direction of the State Board of Control for Vocational Education.

———. The ways in which a course in home economics may benefit the child. *American Association of Instructors of the Blind*, 1938. pp. 261-262.

A cookbook in braille. *Journal of Home Economics*, 24, 1932. pp. 716-717.

An announcement of a cookbook "Aunt Sammy's Radio Recipes" being put into braille for the use of blind cooks.

Cooking for boys without sight. *Teachers Forum*, 4, 1932. p. 50.

A cooking course for boys is instituted by the Missouri School for the Blind.

CORY, E. C. Cooking for blind girls. *Outlook for the Blind*, 4, 1911. pp. 165-169.

A short, illustrated article on the course in domestic science given at the Missouri School for the Blind.

EVANS, E. Domestic science training for the blind. *New Beacon*, 15, 1931. pp. 277-279.

A description of the domestic science training given in one English school for the blind. A four-room bungalow with a front and back garden was used as a domestic science "centre".

FOSTER, D. E., and MULLIGAN, L. C. Home economics at Batavia. *Outlook for the Blind*, 28, 1934. pp. 13-15.

The five courses in Home Economics taught in this school have been approved by the New York State Board of Regents, and include such subjects as elementary and advanced foods, home furnishing, hand and machine sewing, basketry, weaving and other types of hand-work.

HAMBLIN, C. C. An evaluation of home economics in the curriculum. *American Association of Instructors of the Blind*, 1938. pp. 256-260.

This paper includes a short summary of the course in home economics given at the Oklahoma School for the Blind.

———. Home economics for boys in the Oklahoma School for the Blind. *Teachers Forum*, 11, 1938. pp. 12-13.

The course described covered the following units: Care and selection of clothes; The cost of living; The home; Social usages; Meeting the problems of life; Elementary nutrition; Practical cookery for boys.

———. Practical home economics in schools for the blind. *Teachers Forum*, 8, 1935. pp. 2-4, 17.

A teacher of home economics in a school for the blind explains how she teaches her girls to use the things which they have right at home and which otherwise would be thrown away as useless. Sewing, mending, crocheting and cooking are thus made parts of the girls' accomplishments.

HOOVER, K. O'D. Detroit's training cottage for the blind. *Junior League Magazine*, 21, 1935, No. 4. pp. 44-45.

The aim of the cottage is twofold, to supply to sightless young children who attend school that instruction in additional training that cannot be given in the classroom or in their own

homes, and to offer practical courses in domestic science and in home-making for older blind girls when they have completed the public school curriculum.

HOYT, A. M. How can our girls be trained to be more helpful in their homes? *American Association of Workers for the Blind*, 1911. pp. 73-76.

A plea for more extensive training in household arts for girl students in schools for the blind.

POSTON, N. E. Making the course in home economics practical. *American Association of Instructors of the Blind*, 1932. pp. 709-712.

The history of the home economics department at the Louisiana State School for the Blind is used as an example of how to make home economics practical.

PYLE, G. C. How can our girls be trained to be more helpful in their homes? *American Association of Workers for the Blind*, 1911. pp. 76-77.

Directions for giving a course in domestic science in a school for the blind. The cottage system is considered the ideal method, but failing this, three rooms could be fitted up as dining-room, kitchen and laundry with classes of six girls to carry on the work in detail.

REES, G. M. The teaching of domestic science to blind and partially sighted girls at the school for the blind, Bridgend. *Teacher of the Blind*, 22, 1934. pp. 97-104.

A report on five years of teaching domestic science to the blind. A syllabus for a two-year course when pupils attend half a day per week is included.

ROBERTS, I. E. The home economics apartment at Overbrook. *Outlook for the Blind*, 26, 1932. pp. 152-155.

The activities of the home training "cottage" are divided into three groups: food preparation, care of the apartment, and social activities. The girls are given thorough practice in every phase of home-making.

TENNEY, M. C. Domestic science classes. *Teacher of the Blind*, 20, 1932. pp. 121-124. (Abstracted in *New Beacon*, 15, 1931. pp. 279-280)

Reports on some courses in domestic science for the blind which were conducted with success in various parts of England.



## DRAMATICS

BROWN, S. E. The place of dramatics in the curricula of schools for the blind. *American Association of Instructors of the Blind*, 1924. pp. 178-181.

DONNELLY, R. L. The Lighthouse Players. *Outlook for the Blind*, 21, 1927, No. 2. pp. 33-34, 37.

Tells of the work of the dramatic group organized by the New York Association for the Blind.

GRASS, R. I. Technique of play production in schools for the blind. *Teachers Forum*, 10, 1937. pp. 34-35, 38. (Also *New Beacon*, 22, 1938. pp. 127-128).

Outlines the methods and technique of play production used at the Pennsylvania Institution for the Instruction of the Blind.

GRISWOLD, E. M. Training young blind people for public dramatic work. *Outlook for the Blind*, 17, 1924, No. 4. pp. 26-31.

Tells of the work of the Blind Players Club, Brooklyn, N. Y.

GRISWOLD, H. B. Annual performance of

Blind Players Club. *Outlook for the Blind*, 21, 1928, No. 4. pp. 41-42.

A short sketch of the history of the Blind Players Club of Brooklyn, whose membership is made up of blind girls.

LANGWORTHY, J. L. The role of dramatics in our residential schools. *American Association of Instructors of the Blind*, 1920. pp. 77-80.

McGUIRE, B. Daring to become a dramatic reader. *Outlook for the Blind*, 21, 1928, No. 4. pp. 23-25, 29.

Autobiographical sketch of a professional dramatic reader.

———. The play's the thing! A discussion of dramatics in schools for the blind. *Teachers Forum*, 9, 1936. pp. 22-25, 33-38.

Includes a bibliography of plays for young people and children.

Plays for children. *Teacher of the Blind*, 13, 1925. p. 47.

A small collection of plays which are suitable for performance by blind children.

## GEOGRAPHY

ARTHAUD, B. E. The value of travel as a stimulus to blind teachers. *Teachers Forum*, 4, 1932. pp. 71-74.

Travel experiences on the part of the teacher will make geography lessons alive and entertaining.

BLAKE, M. An electric map. *Teacher of the Blind*, 23, 1934. pp. 57-58.

Describes a map made of plywood with an arrangement of electric bulbs showing the location of cities and other points of interest.

———. A pin-table map. *Teacher of the Blind*, 24, 1936. pp. 129-130.

BRANDSTAETER, A. Zurechtfinden auf der geographischen Karte. *Blindenfreund*, 44, 1924. pp. 124-126.

It is pointed out that blind students of geography are lacking in a real sense of direction. A suggestion is made that more time is devoted to showing the interrelation of various countries, oceans, mountains, etc.

CLEMENT, A. G. The study of geography. *American Association of Instructors of the Blind*, 1890. pp. 50-55.

The study of geography should involve more than the mere collection of facts, it should also investigate the interaction between man and his geographical environment.

CURTIS, J. B. Braille maps. *Teachers Forum*, 1, 1928, No. 3. pp. 2-4.

A discussion of maps for the blind, with special reference to those made and used in the classes for the blind in the Chicago Public schools.

EVANS, E. D. Primary geography. *American Association of Instructors of the Blind*, 1932. pp. 768-770.

Instruction in geography should begin by orientation exercises at the pupil's desks. Having thus obtained a real sense of direction, the children are taken outside and made thoroughly familiar with the surroundings with the aid of specially prepared maps.

GUILBEAU, E. De enseignement de la géographie aux aveugles. *L'Éducateur Moderne*, 3, 1908. pp. 241-256.

A discussion of the maps for the blind used in Europe and America from the early times of the education of the blind up till the present.

GUILLIÉ, S. An essay on the instruction and amusements of the blind. London, Richard Phillips, 1819. pp. 101-106.

The early maps as made by Weissenbourg were not very satisfactory. Methods used in producing more advanced maps at the school for the blind in Paris are described in detail.

HARDCASTLE, L. Geography—some questions answered. *Teacher of the Blind*, 18, 1935. pp. 134-138.

Maps for the blind are discussed, and questions are raised as to the value of contour maps and ways of explaining differences in scale and distances.

———. School geography. *Teacher of the Blind*, 23, 1935. pp. 178-182 & 24, 1935-36, pp. 4-12, 31-38, 57-64, 216-219, 232-235, 257-259 & 25, 1936-37, pp. 13-15, 43-45, 70-72, 92-94, 122-126, 142-147, 168-170, 193-196, 211-214, 239-242, 257-260 & 26, 1937, pp. 14-18, 56-60.

A series of articles dealing with the teaching of geography in a school for the blind. Special attention is paid to the geography of the British Isles.

———. Teaching of geography in schools for blind children. *Teacher of the Blind*, 20, 1932. pp. 73-81, 101-108, 139-147.

The paper is divided into four sections: The science of geography, The psychology of the blind in relation to that science, Suitable apparatus, Schemes of work and suitable textbooks.

HAÛY, V. An essay on the education of the blind; translated by Thomas Blacklock. 1793. pp. 23-24.

An explanation of the methods of produc-

tion of the first maps for the blind as used by Maria Theresa von Paradis, Weissenbourg and by Haüy in his school in Paris.

HAYES, S. P. Can the blind pass in geography? *Teachers Forum*, 10, 1937. pp. 22-32, 38.

Three standard tests in geography (Hahn-Lackey, Courtis map, Stanford achievement) are presented with norms for interpretation, and an extended study of the results of the last mentioned test.

———. Self-surveys in schools for the blind; a manual for the guidance of teachers. Philadelphia, Pennsylvania Institution for the Instruction of the Blind, 1921. pp. 38-44.

Instructions for the use of the Hahn-Lackey geography tests and the Courtis map test.

JOINT COMMITTEE OF THE COLLEGE OF TEACHERS OF THE BLIND AND THE NATIONAL INSTITUTE FOR THE BLIND. The education of the blind; a survey. London, Edward Arnold, 1936. pp. 123-126.

The findings and recommendations of the Committee regarding the teaching of geography in schools for the blind.

KLEIN, J. W. Lehrbuch zum Unterrichte der Blinden. Wien, Anton Strauss, 1819. pp. 218-225.

It is recommended that the study of maps begin with simple outline maps or globes, then proceed to maps showing the continents, various countries and home surroundings.

KRÜGER, F. Lehrplan und Lehrmittel des geographischen Unterrichts für die vier oberen Klassen einer Blindenschule. *Blindenfreund*, 4, 1884. pp. 65-77.

A plan for teaching geography in the four upper classes in a school for the blind with a discussion of suitable maps and other appliances.

KUNZ, M. Geographie. *Mell, Enc. Handbuch des Blindenwesens*. 1900. pp. 268-274.

A plan for teaching geography to blind children with a discussion of available maps and textbooks.

———. Modelle zur Veranschaulichung der geographischen Grundbegriffe. *Blindenfreund*, 28, 1908. pp. 107-108.

An account of various relief maps available in Germany at the time the article was written.



———. The physiology of the blind. Washington, D. C., Judd & Detweiler, 1908. pp. 4-5.

Discusses maps that had so much detail that the blind student could not make them out.

LOCHHEAD, H. M. An important step forward, a geography specially compiled for the blind. *New Beacon*, 19, 1935. pp. 208-209.

A review of the book *A Geography of the British Isles, Compiled Especially for the Blind* by Leonard Hardcastle.

LUGOWOI, N. Kulturgeschichtlich-ethnographische Objekte im Erdkundeunterricht der Blindenschule. *Blindenfreund*, 49, 1929. pp. 42-45.

A plea for the use of ethnographical and historical objects and models in the teaching of geography in a school for the blind.

MAYSHARK, J. W. A unit on the Bermuda Islands, for upper grades. *Instructor*, 48, 1939, No. 9. pp. 30, 72.

Describes a geography unit carried out by a special class at Perkins Institution.

MICHAELS, E. Definite objectives as a basis for motivation in geography for the blind. *Teachers Forum*, 7, 1934. pp. 7-12.

Suggests training through class activities involving those objectives which best train the child for real living, and which give the opportunity for each child to participate fully.

———. Maps which talk to the blind. *Teachers Forum*, 6, 1934. pp. 42-47, 55. (Also *New Beacon*, 18, 1934. pp. 36-38.)

A description of the development of some unusual geography map projects at the Wisconsin State School for the Blind.

MULLIGAN, R. J. The house model. *Teachers Forum*, 6, 1934. pp. 71-75, 77.

A description of a house model constructed at the New York State School for the Blind with a key to terms used in house construction.

MURPHY, S. B. Teaching geography. *American Association of Instructors of the Blind*, 1928. pp. 420-423.

Imaginary travels through the countries studied will help make the study of geography of interest to blind children.

OLIPHANT, MRS. G. F. Practical devices for teaching in the intermediate grades. *American Association of Instructors of the Blind*, 1932. pp. 707-708.

One page of this paper is devoted to the teaching of geography and the appliances necessary for this study. Methods of producing maps and globes in class are discussed.

OTTO, H. Geologische Belehrungen. *Blindenfreund*, 41, 1921. pp. 36-40.

Instruction in the fundamentals of geology should be included in any plan for teaching geography.

PEPPITT, R. Notes on geography. *Teacher of the Blind*, 16, 1928, pp. 64-65, 85-87, 108-111, 133-135 & 17, 1929, pp. 186-187.

Six groups of notes which form a very brief outline for a scheme in geography for blind children of the ages of seven to sixteen years.

PLEAR, W. R. A map of the world. *Teacher of the Blind*, 19, 1931. pp. 160-163.

A description of a cardboard map of the world.

PÖSCHL, J. Der geographische Unterricht. *Mell, Blindenunterricht*, 1910. pp. 130-146.

A plan is made for the teaching of geography in a school for the blind. Various methods for map making are mentioned and a plea is made for imparting to the blind pupil a real sense of direction.

PRATT, C. L. Plasticine map drawing. *American Association of Instructors of the Blind*, 1932. pp. 770-771.

———. Practical geography for the blind. Watertown, Perkins Institution, 1937. 31 pp.

Contains practical suggestions for making maps and globes of many types and from various materials. Geography games, suitable textbooks and helpful apparatus are discussed. Many illustrations.

PRZYREMBEL. Karten, Arbeitshefte und Quellenlesestoffe für den Erdkundeunterricht. *Blindenfreund*, 49, 1929. pp. 37-41.

The writer discusses the following essentials to an up-to-date instruction in geography. Creation of maps which give the students proper perceptions of space, adaptation of modern geographical textbooks and reprint of geographical source material.

R., G. F. The teaching of geography. *Teacher of the Blind*, 10, 1922. pp. 11-13.

An outline of methods of teaching geography to blind children. Some helpful books on the subject are mentioned.

RAPPAWY, A. J. Die Anfänge des Kartenlesens in der Blindenschule. *Zeitschrift für das oesterreichische Blindenwesen*, 1, 1914. pp. 115-118.

As an introduction to the use of maps in a school for the blind, the pupils should become thoroughly familiar with the class room, school building and immediate surroundings. They should have an opportunity for making their own maps.

SCHLEUSSNER, K. Modelle zur Veranschau-

lichung geographischen Grundbegriffe. *Blindenfreund*, 28, 1908. pp. 279-281.

A contribution to a discussion as to the value of various relief maps available in Germany at the time the article was written.

SCHRODER, E. The project method. *Teachers Forum*, 3, 1931, No. 3. pp. 9-10.

A course of study in geography for grades IV-VI, with steps in map-making.

ZECH, F. Die Kartenskizzen von H. Harms. *Blindenfreund*, 21, 1901. pp. 105-107.

A recommendation that the teacher of geography have the students prepare their own maps and an explanation how this might be done.

## LANGUAGES

ADZIT, M. An adequate course of study in language for the third grade. *American Association of Instructors of the Blind*, 1938. pp. 61-62.

English language as taught in the third grade of the Missouri School for the Blind.

BARTLETT, J. Esperanto—its value to the blind. *Outlook for the Blind*, 18, 1924, No. 3. pp. 52-53.

Information on the Universal Association of Blind Esperantists.

CARTER, W. J. Esperanto for the blind. *Teacher of the Blind*, 20, 1931. pp. 20-25.

Reports on a conference of the Universal Congress of Esperantists, the participation of the blind in this congress, and points out some of the advantages of this world language to the blind.

CUMMINGS, F. J. English in the junior high school. *American Association of Instructors of the Blind*, 1938. pp. 177-179.

Teaching methods at the Pennsylvania Institution for the Instruction of the Blind.

DU MEZ, M. Methods and materials in the language arts. *American Association of Instructors of the Blind*, 1938. pp. 192-193.

Discusses methods of making the teaching of grammar and structure alive and vital.

EYMARD, SISTER M. The teaching of spelling. *National Catholic Educational Association, Proceedings and Addresses*, 1936. pp. 445-452.

Methods of teaching spelling at St. Mary's Institute for the Blind, Lansdale, Pennsylvania.

FLOOD, L. J. The value of Latin for blind students. *Teachers Forum*, 5, 1933. pp. 82-85, 98.

Reports on the course in Latin given for many years at the Illinois School for the Blind.

———. The value of Latin in schools for the blind. *American Association of Instructors of the Blind*, 1934. pp. 144-152.

"The question may be answered in this way. Latin as a subject has every value for the blind that it has for the seeing". Includes also practical suggestions for methods of teaching this subject to blind students.

HAYES, S. P. Can blind children spell? *Outlook for the Blind*, 16, 1922. pp. 52-58.

Considers general conclusions based upon tests in schools for the blind, the spontaneous spelling of blind children, and the psychology and pedagogy of spelling.

KOENIG, M. M. Tested projects in high school English. *Teachers Forum*, 6, 1934. pp. 51-53.

Games of description, study of newspaper narration, debating, creative writing of various kinds are mentioned as projects which have proved of value.

KRAMER, H. M. General language. *American Association of Instructors of the Blind*, 1938. pp. 190-192.

Discusses the teaching of foreign languages in schools for the blind.

LEWIS, S. An adequate course of study in language for first and second grades. *American Association of Instructors of the Blind*, 1938. pp. 60-61.

English language as taught in the first and second grades in the Missouri School for the Blind.

LONGSDORF, K. Aims in teaching English literature. New York, New York Institute for the Education of the Blind, 1936. (Monograph, No. 2, pp. 1-25.)

McATEE, I. V. An adequate course of study in English for fourth, fifth, sixth and seventh grades. *American Association of Instructors of the Blind*, 1938. pp. 62-71.

A course of study in the English language for fourth, fifth, sixth and seventh grades in the Iowa School for the Blind, with lists of text-books and supplementary reading.

McMURRAY, I. Making language lessons vital and interesting. *American Association of Instructors of the Blind*, 1934. pp. 136-141.

Many suggestions are given for vitalizing this subject, such as using objects and growing plants as decorations for the class room, reading current news magazines, dramatizations and poetry writing, etc.

MARTIN, M. E. Developing a spelling conscience. *Teachers Forum*, 7, 1935. pp. 56-58.

Discusses the teacher's part in arousing the interest of the children in becoming good spellers.

MERRY, F. K., ed. Motivating language lessons among blind children in the elementary grades; written by teachers in the lower school of Perkins Institution. Watertown, American Foundation for the Blind, and Perkins Institution, 1931. 47p.

Vitalizing language through dramatization, by Margaret Miller; The doll's festival, a language project for primary grades, by Susan E. Morse; Encouraging spontaneity in letter-writing, by Margaret Miller; WPIPD broadcasts, by Frieda Kiefer Merry; Increasing the effectiveness of language lessons with primary boys, by Mary A. Lermond; "My weekly reader" as a basis for project work in language, by Feodore M. Nicholls; Common language errors made by a representative group of blind children, by Frieda Kiefer Merry.

MORRISSEY, W. P. The process of learning foreign languages as experienced by a student born blind. Masters thesis, University of Iowa, 1933. (Typewritten)

———. Teaching foreign languages in schools for the blind. *Teachers Forum*, 4, 1931. pp. 34-37.

Discusses the value of foreign language study in schools, the aptitude of the blind for learning languages, what language or languages should be taught, and methods of teaching languages in a school for the blind.

PARNELL, J. Spelling. *American Association of Instructors of the Blind*, 1934. pp. 47-48.

Spelling as taught in the sixth, seventh, and eighth grade of the Florida School for the Blind.

POWERS, P. V. A study of the oral language errors of the Youngstown Braille pupils. Masters thesis, University of Pittsburgh, 1936. (Typewritten)

"Attempts to analyze and diagnose the language errors of a group of blind children and to compare them with the errors of more than a half-million sighted children who were used in Dr. L. J. Rourke's nation-wide experiment."

QUIMBY, N. F. Problems involved in teaching spelling to blind children. *Teachers Forum*, 9, 1937. pp. 95-98.

Suggests ways to develop a spelling program based upon modern educational aims, following recognized teaching procedures, using adequate testing devices, and adapted to the special needs of the blind.

The teaching of English in schools for the blind. *New Beacon*, 19, 1935. pp. 61-63.

Points out that the teaching of English in schools for the blind must be on a high standard if one wishes to encourage a literary career for the blind.

# MATHEMATICS

BANNISTER, A. R. Arithmetic. *Teacher of the Blind*, 14, 1926. pp. 84-92.

Methods of teaching arithmetic in a school for the blind. The use of the braille writing frame and the Taylor slate is discussed.

BOLTE, F. Zum ersten Rechnen in der Blindenschule. *Blindenfreund*, 24, 1904. pp. 209-212.

A contribution to the discussion on methods of teaching elementary arithmetic as waged by Müller and Peyer.

BRANDSTAETER, A. Lehrplan für den Raumlehreunterricht in der Blindenschule. *Blindenfreund*, 32, 1912. pp. 108-115, 129-141, 204-209, 232-234, 246-264, 277-287.

A detailed course of study in geometry in schools for the blind.

———. Raumlehre. Mell, *Encyklopädisches Handbuch des Blindenwesens*. 1900. pp. 622-624.

Methods of teaching geometry to the blind.

BURDE. Der erste Rechenunterricht. *Blindenfreund*, 34, 1914. pp. 25-29, 69-70.

Elementary arithmetic in a school for the blind. The children are made familiar with the numbers 1-10.

———. Der Zahlenkreis 1-20. *Blindenfreund*, 35, 1915. pp. 89-93.

Elementary arithmetic in a school for the blind carried on to include the numbers 10-20.

CHAPPLE, B. P. Teaching geometry in schools for the blind. *Teachers Forum*, 2, 1930, No. 5. pp. 8-11.

It is pointed out that the advantage to the blind of studying geometry for improvement in sound reasoning is as great as for the sighted.

CIMATTI, L. Il disegno tecnico nell'educazione preprofessionale dei ciechi. *Rivista Pedagogica*, 26, 1933. pp. 714-734.

Technical drawing in the pre-vocational education of the blind. Much space is given to geometrical drawing.

COLLINS, J. H. Geometry—with modern improvements. *Light*, 8, 1936, No. 3. pp. 5-6.

An apparatus for the study of geometry constructed specially for a blind boy who is preparing to enter college.

COVILLE, M. G. Teaching geometry to blind pupils. *Teachers Forum*, 1, 1929, No. 6. pp. 7-8.

Geometry as taught at the Virginia School for the Blind.

DAVIS, H. A. What mathematics should be taught in a school for the blind. *American Association of Instructors of the Blind*, 1938. pp. 55-58.

Some general remarks on the teaching of mathematics in a school for the blind embodying five years of experience in teaching this subject.

DEAVIN, W. E. The teaching of geometry in non-sighted schools. *Teacher of the Blind*, 21, 1933. pp. 197-198.

An English comment to the article by Mr. Hurst, pointing out some of the geometrical appliances used in England.

DEMAL, F. Der Dezimalpunkt. *Zeitschrift für das österreichische Blindenwesen*, 5, 1918. pp. 1025-1027.

The writer points out that the usual position of the decimal point is ambiguous and may lead to mistakes in the solution of arithmetic problems.

———. Die "kleine" russische Rechenmaschine. *Blindenfreund*, 33, 1913. pp. 72-73.

A device for teaching arithmetic to blind children of the elementary grades. Its principle is 20 beads on one rod.

EK, G. Instruction in geometry. *Teachers Forum*, 2, 1929, No. 1. p. 5.

Description of a special drawing board used in the Tomtebodas School for the Blind, Stockholm, Sweden.

FOUTCH, T. A. The Taylor slate. *Teachers Forum*, 1, 1929, No. 6. p. 6.

FUCHS, W. Die Verwendung des russischen Rechen-Apparates in der Elementarklasse der Blinden-Schule. *Blindenfreund*, 27, 1907. pp. 219-226.



This apparatus consists of a wooden frame with ten iron rods on which are placed movable disks instead of the beads used for seeing children.

GIBBON, W. The blind student of mathematics. *Mentor*, 3, 1893. pp. 145-148.

A blind man tells of his own experiences as a student of mathematics in a school for the blind and later at college.

GRASEMANN, P. Der Raumlehreunterricht und seine psychologische Grundlegung. *Blindenfreund*, 33, 1913. pp. 21-33, 85-102, 117-133, 189-192, 214-222.

Instruction in geometry and its psychological foundation.

GRAVES, J. S. The use and abuse of arithmetic slates. *American Association of Instructors of the Blind*, 1902. pp. 37-39.

A plea for more mental arithmetic in schools for the blind.

GUILLÉ, S. An essay on the instruction and amusements of the blind. London, R. Phillips, 1819. pp. 113-117.

An early treatise on methods and appliances used in teaching mathematics to the blind.

HAMILTON, D. W. An experiment in individual instruction in algebra in a school for the blind. *Teachers Forum*, 7, 1934. pp. 2-5, 12.

HAÛY, V. An essay on the education of the blind; trans. by Th. Blacklock, 1786. pp. 217-259.

The pioneer educator of the blind discusses methods of teaching blind children. One chapter is devoted to means of teaching mathematics.

HEIN, H. E., and RAMKE, D. What should be stressed in arithmetic and geometry in schools for the blind. *Teachers Forum*, 7, 1935. pp. 75-76, 79.

Available methods for shortening and simplifying the fundamental processes should be stressed in the teaching of mathematics to the blind.

HINZE, Rechenen. Mell, *Encyklopädisches Handbuch des Blindenwesens*, 1900. pp. 624-638.

An historical sketch of methods and appliances used in teaching arithmetic to the blind.

HURST, A. D. Ways and means of teaching geometry to blind students. *Teachers Forum*, 5, 1932-1933. pp. 25-28, 53-57. (Also *Teacher of the Blind*, 21, 1933. pp. 157-165.)

This paper discusses how the regular demonstrative propositions are taught at the North Carolina School for the Blind and how the totally blind students are able to accurately draw the regular geometric figures for construction problems.

ILLINGWORTH, W. H. History of the education of the blind. London, Sampson, Low, Marston & Co., 1910. pp. 85-90.

Description and illustrations of the Saunderson arithmetic board as well as of other appliances for teaching arithmetic to the blind.

KLEIN, J. W. Lehrbuch zum Unterrichte der Blinden. Wien, Anton Strauss, 1819. pp. 86-160, 234-257.

Suggestions for teaching arithmetic and geometry to blind children, written by the founder and first director of the institute for the blind in Vienna.

KRANZ, J. Methodische Behandlung des "Rabattrechnens". *Blindenfreund*, 52, 1932. pp. 139-143.

Methods of computing discounts as taught to blind children.

KUNZ, M. Zum ersten Rechen-Unterricht. *Blindenfreund*, 25, 1905. p. 37.

The writer suggests various objects and models to be used in the instruction of simple arithmetic.

KUTSCHER, F. Die einfache Buchhaltung in der Berufsschule in der Blindenanstalt. *Blindenfreund*, 52, 1932. pp. 264-271.

A course of study in simple bookkeeping for schools for the blind.

LANE, A. M. Primary number through constructive measuring. *Outlook for the Blind*, 3, 1910. pp. 154-155.

The so-called Walter method of teaching numbers is successfully taught in Perkins Institution.

LEGRAND, C. L'enseignement des mathématiques dans les écoles d'aveugles. Villey & Pérouze, *Études pédagogiques*, 1923. pp. 121-123.

The study of mathematics in schools for the blind.

LEVY, W. H. Blindness and the blind. London, Chapman and Hall, 1872. pp. 135-138.

A description of the Saunderson apparatus and other appliances for teaching mathematics to the blind.

MAHLER, T. Hilfsmittel für höhere Mathematic für Blinde. *Blindenfreund*, 45, 1925. pp. 121-122.

Description of the Mahler apparatus for teaching advanced mathematics to the blind.

Mathematics and the blind student. *New Beacon*, 18, 1934. pp. 146-148.

Appliances and literature for the study of mathematics made available by the National Institute for the Blind especially through the efforts of Taylor and Emblen.

MATTEI, T. L. Utilisation de la tablette braille pour les opérations arithmétiques. Villey & Pérouze, *Études pédagogiques*, 1923. pp. 134-137.

Use of the braille slate for solving problems in arithmetic.

MATTHIES, A. Zum schriftlichen Rechnen auf der Punktschrifttafel. *Blindenfreund*, 52, 1932. pp. 257-261.

Suggestions and rules for the use of the braille slate in solving arithmetic problems.

MAYNTZ, J. Punktschriftrechnen; eine Handreichung für den Blindenunterricht. *Deutsche Blindenfürsorge (Blindenfreund)*, 56, 1936. pp. 201-209.

Deals with various problems of mathematical notation for the blind.

MERRY, F. K. Another experiment on type slates. *Teachers Forum*, 4, 1931. pp. 14-15.

A comparison of the Taylor and the Cubarithme slates.

———. A preliminary experiment with two arithmetic type slates. *Teachers Forum*, 2, 1930, No. 4. pp. 14-15.

Experiments with the Taylor and the T.V.L. slates.

———. A survey of the problem-solving ability of pupils in six residential schools for the blind. *Teachers Forum*, 3, 1931, No. 5. pp. 12-15.

Teachers from six representative residential schools for the blind administered to their pupils and scored The Stevenson Arithmetic Reading Test 1, Form A. 170 blind children participated.

———. A third experiment on type slates. *Teachers Forum*, 5, 1933. pp. 48-50, 52.

Reports on tests made on the Taylor and the Cubarithme slates.

———. Types of errors made in fundamental arithmetical processes by pupils in six schools for the blind. *Teachers Forum*, 3, 1930, No. 2. pp. 8-19.

———. What blind people think about arithmetic. *Teachers Forum*, 2, 1929, No. 1. pp. 8-12.

A questionnaire was sent to 731 blind people and 197 replies were received in addition to a number of personal letters.

MESSNER, A. Methode und Lehrmittel für den Rechenunterricht in der Elementarklasse an Blindenanstalten. *Blindenfreund*, 11, 1891. pp. 152-159.

Methods and appliances for teaching arithmetic in the elementary grades of schools for the blind.

MEYER, G. F. Devices in mathematics. *American Association of Instructors of the Blind*, 1924. pp. 202-208.

Discussion of the Taylor and Cubarithme slates and other appliances used in teaching mathematics to the blind.

MOHR, J. Einige ketzerische Bemerkungen zur Methode des Rechenunterrichts. *Blindenfreund*, 25, 1905. pp. 117-120.

An answer to Kunz's article on elementary arithmetic in an earlier issue of the magazine.

MOREY, C. Arithmetic games in a school for the blind. *Teachers Forum*, 6, 1934. pp. 48-49, 55.

Games and devices which may facilitate the teaching of arithmetic to blind children.

MORGAN, D. H., and WELLINGTON, J. A. Visual aids in the teaching of geometry to the blind. *Teachers Forum*, 11, 1939. pp. 70-72.

Describes various appliances constructed at the California School for the Blind to aid the pupil in "seeing" or visualizing the problem under consideration.



MÜLLER, H. Psychologische Analyse einiger Rechenvorgänge. *Blindenfreund*, 28, 1908. pp. 82-94.

Psychological analysis of some arithmetic processes.

———. Zum ersten Rechnen. *Blindenfreund*, 24, 1904. pp. 169-174.

An answer to an earlier article by Peyer in *Der Blindenfreund*.

PÉROUZE, G. Le cubarithme. Villey & Pérouze. *Études pédagogiques*, 1923. pp. 131-133.

Description of the Cubarithme slate.

PEYER, H. Der erste Rechenunterricht in der Blindenschule. *Blindenfreund*, 24, 1904, pp. 48-57; & 25, 1905, pp. 77-79.

A report of experiments with Lay's so-called "button-apparatus" in teaching elementary arithmetic to blind children.

PÖSCHL, J. Der neue Wiener Zifferrechenapparat mit Braille-Typen. *Blindenfreund*, 28, 1908. pp. 302-306.

A description of the new "Vienna" arithmetic slate adapted for use with braille type.

———. Der Rechenunterricht und Der geometrische Unterricht. Mell, *Blindenunterricht*, 1910. pp. 107-130.

Two illustrated articles on methods of teaching arithmetic and geometry to the blind. Various appliances are discussed in detail.

POTTER, C. Use of the Courtis tests, in arithmetic. *American Association of Instructors of the Blind*, 1920. pp. 28-31.

Use of the Courtis Standard Practice tests to develop ability that will transfer to regular arithmetic work and to all situations in which computations are used.

PRINE, O. Diagnostic and remedial techniques in teaching arithmetic. *Teachers Forum*, 12, 1939. pp. 6-10, 18-19.

Attempts to show how a teacher can modify and adapt the curriculum to better meet the needs of her visually handicapped pupils. Includes diagnostic tests as constructed for the multiplication and division processes with fractions, with interpretation of the results of these tests.

PULS, H. Vom schriftlichen Rechnen. *Blindenfreund*, 40, 1920. pp. 64-66.

The use of slates in the study of arithmetic in schools for the blind. The Taylor and the "Wiener" slates are considered.

———. Zeit und Zahl. *Blindenfreund*, 29, 1909. pp. 71-75, 131-134.

A contribution to the discussion of methods used in teaching elementary arithmetic. Mainly an answer to Müller's article in *Der Blindenfreund* of 1908.

SCHERER, F. Die Zukunft der Blinden. Regensburg, J. Reitmayr, 1866. pp. 63-79.

An historical sketch of methods and appliances used in teaching mathematics to the blind.

SCHOONMAKER, M. B. A course of study in arithmetic, grades 1-7. New York, New York Institute for the Education of the Blind, 1937. (Monograph No. 6, pp. 1-118) (Mimeographed)

———. Methods in mathematics, arithmetic. *American Association of Instructors of the Blind*, 1920. pp. 25-28.

In teaching arithmetic to the blind, the methods used and the results desired should be identical with those for the seeing child. The manner of presentation must be specially adapted to blind children.

SNYDER, H. A chip from an Ohio workshop. *American Association of Instructors of the Blind*, 1884. pp. 39-46.

A new set of figures for the study of geometry are introduced.

SPELLINGS, W. W. Devices in algebra and plane geometry. *Teachers Forum*, 2, 1930, No. 4. p. 10.

Ways of using the Taylor slate and the "Mathematics board".

———. The place of mathematics in the junior high school. *American Association of Instructors of the Blind*, 1938. pp. 186-188.

Describes the course of study in mathematics in the junior high school at the Tennessee School for the Blind, and points out the desirability of mathematical laboratories in schools for the blind.

WATERHOUSE, E. J. Equipping the mathematics laboratory. *American Association of Instructors of the Blind*, 1938. pp. 53-55.

Describes the devices, graphs, and other instruments used in teaching mathematics at Perkins Institution.

WATZEL. Die Bedeutung des Raumlehreunterrichtes in der Blindenschule. *Blindenlehrerkongress*, Halle, 1904. pp. 198-217.

The importance of the study of geometry in schools for the blind. Many references to writers on the psychological conception of space.

WRIGHT, H. W. A method of doing graphs. *Teachers Forum*, 7, 1934. pp. 24-27, 39.

Methods of doing graphs for students of algebra.

ZECH, F. Handbetätigung in der Raumlehre. *Blindenfreund*, 42, 1922. pp. 22-25.

The use of the hand in the study of geometry in schools for the blind. Exercises for the development of the skill of the hand are recommended.

## PHYSICAL EDUCATION

ALLEN, E. E. The physical education of the blind. *American Physical Education Review*, 11, 1906. pp. 65-74.

A paper read before the Philadelphia Physical Education Society introductory to a gymnasium demonstration by pupils of the Pennsylvania Institution for the Instruction of the Blind.

BAKER, J. E. The sightless athlete; how the blind are taught to take exercise. *Outing*, 51, 1908. pp. 481-484.

An account of experiences made in teaching athletic games, sports and gymnastics in a school for the blind, and of the transformation worked in the students by this physical training.

BAUER, J. I. Johann Wilhelm Klein und die historischen Grundlagen der deutschen Blindenpädagogik. Bamberg, St. Otto-Verlag, 1926. pp. 88-91.

A summary of the ideas on physical education for the blind expressed in Klein's *Gymnastik für Blinde* published in Vienna in 1847. In this work Klein discusses exercises with and without apparatus, and the application of these exercises in the daily work of the blind students.

———. Physiologische Turnen an unseren Blindenanstalten. *Blindenfreund*, 49, 1929. pp. 133-146.

A discussion of fundamental principles upon which to build a program of beneficial and corrective physical education for the blind. For best results a close cooperation between teacher and physician is necessary.

BOETTGER, O. H. Aims of physical education. *American Association of Instructors of the Blind*, 1930. pp. 541-542.

The aim of physical education is to help produce correct habits of thought as well as promoting the general health of the pupil. This paper lists special exercises to correct stammering, bad posture, and spinal curvature, and a work program for a physical education class is included.

BÖGGE, F. Hindernisturnen in der Blindenschule. *Blindenfreund*, 52, 1932. pp. 227-230.

Discusses the use of hurdle races and similar sports and exercises in schools for the blind.

———. Zur Methodik des Turnunterrichts in Blindenanstalten. *Blindenfreund*, 50, 1930. pp. 73-78, 108-111, 129-134.

Some suggestions for methods of teaching gymnastics in schools for the blind. The principles expressed are taken from the general field of German gymnastics and the included exercises have been selected after having been tried out with blind children.

BRANDSTAETER, A. Heilgymnastik, Turnen, Sport. *Blindenfreund*, 50, 1930. pp. 49-54.

A warning from an older teacher that the question of physical health and correct posture of the blind is not solved through an effective physical training program in the schools only, rather a constant attention to the problem is necessary throughout life.

BUELL, C. Physical education in the California School for the Blind. *Teachers Forum*, 8, 1936. pp. 95-97.

Includes a list of the facilities for sports and exercises available for the male students of the California School for the Blind.

BUTLER, C. B. Putting the "it" in spirit. *American Association of Instructors of the Blind*, 1928. pp. 368-369.

The president of the National Athletic Association for the Blind discusses the purposes of the Association and the rules and regulations governing its meets.

Calisthenics and Gymnastics—Discussion. *American Association of Instructors of the Blind*, 1884. pp. 54-55.

Early attempts at introducing physical education into schools for the blind in America.

CAMPBELL, F. J. The physical training of the blind. *Conference on Matters relating to the Blind*, Westminster, 1902. pp. 46-52.

Points out the close connection between a physically active life and personal success in the case of many blind persons. Methods and directions for a purposeful physical training program are discussed. A list of games is attached which proved popular at the Royal Normal College.

CLARKE, R. D. Worcester college athletics. *New Beacon*, 18, 1934. pp. 110-112.

Running and other track events are introduced at the Worcester College for blind boys.

CLEMENTS, C. C. The activities of and participation in the National Athletic Association of Schools for the Blind. *American Association of Instructors of the Blind*, 1926. pp. 326-328.

A short history of the development of the Association and a suggestion that more schools for the blind become members.

COLLEGE OF TEACHERS OF THE BLIND, ENGLAND. Physical education of the blind. London, The College, 1934. 100p.

This is a report of the lectures and demonstrations given at the School for the Blind, Swiss Cottage during the summer course, July, 1933. There are eight papers regarding various phases of the subject. The rest of the book is devoted to descriptions of practice classes and lecture demonstrations and reports of visits to certain schools for the blind.

COX, A. H. Physical education methods and objectives (for boys). *American Association of Instructors of the Blind*, 1930. pp. 538-541.

Few definite methods can be laid down for teaching physical education to the blind. Even

more than is the case with seeing pupils, the matter here is a personal one between instructor and student.

DALCROZE, E. J. Blind children and eurhythmics; trans. by Fred Rothwell. *Catholic World*, 139, 1934, No. 829. pp. 47-54.

The originator of eurhythmics explains his methods of adapting the system for use with blind students, and the need he saw for such special exercise for the blind.

———. Eurhythmics and the education of the blind. *Teacher of the Blind*, 6, 1918. pp. 26-31.

The writer explains why he considers his system of eurhythmics of benefit to the blind adult as well as to the blind child. Experiments have been made with special classes for blind adults.

DAVIDSON, M. Physical training for the blind. *Teacher of the Blind*, 9, 1921. pp. 15-19.

DEGNAN, W. J. A health education program for blind boys. *High Points*, 18, 1936, No. 4. pp. 5-11.

Physical education activities of blind boys attending special classes at the Evander Childs High School in New York City.

———. A health education program for blind boys in the high school of the City of New York. Masters thesis, College of the City of New York, 1934. 118p. (Typewritten)

"Recommends types of procedures, materials and activities needed for adapting procedures with normal children to the blind, and suggests standards by which teachers of the blind may be selected and by means of which those already teaching the blind may be guided."

De la nécessité des exercices physiques. Villey & Pérouze, *Études pédagogiques*, 1923. pp. 34-35.

Originally written in 1898, this article represents excerpts from letters to the editor of the French magazine *Le Valentin Haüy* on the importance of physical training in schools for the blind.

DEMARTINO, M. The value of competitive athletics. *American Association of Instructors of the Blind*, 1932. pp. 789-792.

Football games, indoor and outdoor track meets, basketball, swimming are among the

athletic activities conducted at Perkins Institution.

Downs, C. L. Athletics for the blind. . . . *And There Was Light*, 3, 1934, No. 10. pp. 16-23.

An illustrated article on activities carried on in physical education at the New York Institute for the Education of the Blind.

DUBOIS, G. Program of physical culture for the blind. Emard, *Toiling through the Dark*, 1919. pp. 62-66.

An outline of a program of physical culture prepared especially for blinded soldiers and containing only "exercises which are strictly necessary for the muscular development of the human body".

DUFAU, P. A. Des aveugles. Paris, Jules Renouard et Cie., 1850. pp. 91-101.

One chapter of this book is devoted to the subject of physical education for the blind. The writer defines its purposes and suggests proper exercises for the small child and for later age steps.

DYCK, H. Die Körperbildung unserer Kleinsten. *Blindenfreund*, 53, 1933. pp. 307-312.

An attempt to outline principles and directions for a physical training program for blind children in the first and second school year.

EDGEDITCH, G. E. Teaching swimming to the blind. *Red Cross Courier*, 9, 1930. p. 23. (Also *Welfare Bulletin*, Illinois State Department of Public Welfare, 21, 1930, Nos. 8-9, p. 23.)

How swimming is taught at the Illinois school for the Blind.

Ein Beitrag zur Turnlehrer für Blinde. *Blindenfreund*, 13, 1893. pp. 151-156.

A discussion of the importance of proper breathing and of exercises that will develop the chest and correct some of the body defects frequently found in the blind.

Eurhythmics for the blind. *Beacon*, 7, 1923, No. 77. pp. 11-12.

A report on successful experiments in adapting the Dalcroze system of eurhythmics to the blind.

FABRE, A. La gymnastique et les jeux actifs dans les écoles d'aveugles. Villey &

Pérouze, *Études pédagogiques*, 1923. pp. 35-40.

Originally written in 1890, this paper represents a physician's recommendations for a program of physical training and active play in schools for the blind.

FELKEL, H. N. The physical development of the blind. *American Association of Instructors of the Blind*, 1894. pp. 30-32.

The writer points out that to be really effective a program of physical training must also entail a condition of mental growth and vigor. It is law of human nature that body and mind should be exercised simultaneously.

FRENCH, R. S. From Homer to Helen Keller; a social and educational study of the blind. New York, American Foundation for the Blind, 1932. pp. 177-183.

A few pages of this book surveys early and later methods of physical education of the blind.

GILLOGLY, E. R. Recreational and physical values of swimming for the blind. *American Association of Instructors of the Blind*, 1934. pp. 49-50.

Swimming is one form of physical recreation which the blind can enjoy on an equal footing with the seeing, and this sport therefore, should be included in the physical training program of all schools for the blind.

———. Swimming for health, safety, and fun. *Outlook for the Blind*, 27, 1933. pp. 118-119.

Swimming as taught in the Illinois School for the Blind.

GOLDBERG, M. Modern trends in physical education and their application to the teaching of blind children. *American Association of Instructors of the Blind*, 1938. pp. 96-100.

Suggests a program for the further development of physical education in schools for the blind.

———. Objectives of physical education. *American Association of Instructors of the Blind*, 1932. pp. 792-794.

Considers specific objectives such as health and growth, social efficiency, culture and development of activities of a higher type; with suggestions for bringing out such objectives in the individual student.



HAHN, E. Eurhythmics for the blind. *Teachers Forum*, 2, 1930, No. 4. pp. 7-8.

A music teacher points out some of the advantages of eurhythmics as an educational method in a school for the blind, and the reasons for including it in the curriculum.

HECKE, A. Turnen. Mell, *Encyklopädisches Handbuch des Blindenwesens*, 1900. pp. 806-814.

In this paper the writer discusses the historical background of gymnastics for the blind, the need for a program of physical education in schools for the blind, the fundamental principles and methods of such a program, and special considerations, such as choice of teachers, suitable apparatus and the time which should be allotted to exercise and play.

HENDERSON, O. Physical training for the blind. *American Association of Instructors of the Blind*, 1910. pp. 78-81.

A survey of the physical education program in the Kentucky School for the Blind, with a report of gains in strength of the boys and girls after one year's work.

HILDEBRAND, K. Die Notwendigkeit des vorgehenden Turnunterrichtes in der Blindenschule. *Blindenfreund*, 46, 1926. pp. 15-17.

The writer of this paper gives a strong recommendation for the introduction of preventive orthopedic exercises in the physical education program in schools for the blind.

HINCHEE, C. A. Physical training for the blind.—Discussion. *American Association of Instructors of the Blind*, 1890. pp. 19-30.

A paper which points out the importance of introducing physical training into a school for the blind along with other subjects. In the discussion many of the teachers and superintendents present expressed their views on the subject.

HINKEL, R. E. The effects of changing ideals upon physical education. *American Association of Instructors of the Blind*, 1934. pp. 159-161.

"The time spent in physical education should be proportioned according to the equipment and needs of pupils, and should not be drudgery, or too formal, but should be put on a play basis."

JANDA, A. Die körperliche Erziehung in der Blindenanstalt. *Zeitschrift für das*

*österreichische Blindenwesen*, 17, 1930. pp. 41-49.

The recent trend away from formal exercises to a real physical education must be applied also to the blind. Natural, free gymnastics must be supplemented with play and outdoor exercises, with long walks and swimming.

JOHNSON, S. Athletics among the blind. *American Magazine*, 63, 1907. pp. 511-516.

Football, baseball and other athletic games and sports at the Kentucky Institution for the Education of the Blind.

———. Physical culture for the blind; what it has done to increase the resources of the afflicted and to make possible a normal development. *Craftsman*, 14, 1908. pp. 644-649.

At the time this article was written a widespread movement was afoot to include physical culture of the most comprehensive sort in the curriculum of schools for the blind.

JOINT COMMITTEE OF THE COLLEGE OF TEACHERS OF THE BLIND AND THE NATIONAL INSTITUTE FOR THE BLIND. The education of the blind; a survey. London, Edward Arnold & Co., 1936. pp. 177-201, 273-324.

Part V, "Health and physical education" considers the health of the blind school child in general, and the proper physical education which he should receive. Appendix 2 gives the report of the Joint Committee on Educational Research on Physical Education in schools for blind children with special reference to ten typical schools visited May to July, 1932.

KAPPES, M. Eurhythmics for the blind. *Musical Courier*, 84, 1922, No. 26. p. 15.

———. The fourth "R". *Teachers Forum*, 1, 1928. pp. 5-7.

A plea for the inclusion of eurhythmics in the curriculum of schools for the blind, with some stories illustrating the benefits of this new teaching method.

———. Rhythm in the lives of the blind. *American Association of Instructors of the Blind*, 1934. pp. 165-168.

A plea for rhythm training in schools and classes for the blind. Muscle, space and time are the elements of rhythmic motion, and the writer discusses these three elements in terms

of definite exercises which may be used in a program of physical education.

KAPPLER, A. Körperschulung als Voraussetzung der Verbesserung der Berufsaussichten Blinden. *Blindenfreund*, 49, 1929. pp. 1-5, 56-62, 84-88, 117-120.

A part of a thesis on vocational possibilities for the blind. The writer points out that the blind must learn complete control of his body and full use of his remaining four senses before he can successfully compete in the seeing world.

KREYHER, M. Ueber das Turnen blinder Mädchen. *Blindenfreund*, 5, 1885. pp. 1-11.

One of the early teachers of gymnastics to blind girls describes her methods. The pupils are divided into three groups according to their physical condition and suitable exercises are arranged for each group.

LANDIS, M. B. Correction of body carriage and postural defects through a physical education class. *Teachers Forum*, 10, 1937. pp. 11-18.

Tells of special corrective work in the physical education of the Iowa School for the Blind. The writer stresses the importance of careful physical examinations and check-ups.

———. Socialization of the blind children through athletics. *American Association of Instructors of the Blind*, 1938. pp. 91-96.

Considers the socializing implications of an extensive program of physical education and athletics in a school for the blind.

LANGAN, P. J. Interscholastic meets in schools for the blind. *American Association of Instructors of the Blind*, 1934. pp. 50-52.

A strong argument in favor of the development of an athletic team in schools for the blind, and suggestions for working out such a program without too much expense or interference with the regular classroom schedule.

LA SIZERANNE, M. DE. The blind as seen through blind eyes; trans. by F. Park Lewis. New York, G. P. Putnam's Sons, 1893. pp. 107-109.

One short chapter of this book states in general terms the necessity for and the advantages of a program of physical training in schools for the blind.

LLONGUERAS, J. Experiments with eurhythmics in Spain. *Outlook for the Blind*, 23, 1929, No. 1. pp. 21-25.

A report of efforts to introduce the Jaques-Dalcroze system of eurhythmics into schools for the blind, especially in primary classes. These efforts constitute the first attempts at rhythmic education for the blind.

McKENZIE, R. T. Exercise in education and medicine. Philadelphia, W. B. Saunders Co., 1923. 3rd. ed. pp. 289-299.

Chapter 16, "The physical education of the blind and the deaf-mute". It is mainly a survey of the work done in physical education at the Pennsylvania Institution for the Instruction of the Blind. Many illustrations.

MAYNTZ, J. Leibesübungen im Gesamtunterricht des ersten Schuljahres der Blindenschule. *Blindenfreund*, 46, 1926. pp. 33-39.

Gives directions for embodying gymnastics in the practice of project teaching in the first year in a school for the blind.

MELL, M. Der Turnunterricht in der Blindenschule. Mell, *Blindenunterricht*, 1910. pp. 188-195.

A general discussion of the aims and purposes of a physical training program in schools for the blind, and advice and directions for making such a program as beneficial as possible.

MEREDYLL, M. Eurhythmics and the blind! *Teacher of the Blind*, 5, 1917. pp. 55-57.

A teacher of eurhythmics discusses the subject in general and tells of her experiences in introducing eurhythmics in a school for the blind.

NAUMANN, K. Spielturnen als Unterrichtsprinzip im Gesamtunterricht. *Blindenfreund*, 51, 1931. pp. 206-211.

Play-gymnastics for children in the lower grades has a definite place in progressive education. The different study units should find an outlet by physical expression which satisfy the child's natural desire for movement.

OSBORN, V. E. The educational value of physical education for blind girls. *Outlook for the Blind*, 20, 1926, Nos. 2, 3, 4.

A report on the development of a program of physical education for girls in the California School for the Blind.

———. Physical education for blind girls. Masters thesis, University of California, 1927. (Typewritten)



OTTO, H. Umfang und Ziele der Leibesübungen in der Blindenschule. *Blindenfreund*, 45, 1925. pp. 253-257.

A German teacher of physical training in a school for the blind discusses old and new theories of gymnastics, and evaluates some exercises from the standpoint of modern education.

PENNINGTON, J. The importance of being rhythmic. New York, G. P. Putnam's Sons, 1925. pp. 43-46.

Tells of an experiment in introducing eurhythmics into the curriculum of the New York Institute for the Education of the Blind.

PETERS, C. Die Blinden-Gymnastik, besonders in der Vorschule. *Blindenfreund*, 3, 1883. pp. 150-154.

A discussion of physical education in a school for the blind, particularly in the lower classes.

PINER, H. L. The moral, corrective, and economic value of physical training. *American Association of Instructors of the Blind*, 1902. pp. 28-34.

A paper stating in general terms the many conditions which make physical training an absolute necessity in schools for the blind, with an outline for a program for such training.

POST, D. O. A program of corrective physical education for schools for the blind. *American Association of Instructors of the Blind*, 1934. pp. 161-165.

An outline of a program of corrective physical education which attempts to show the needs and possibilities of such a program.

POWELL, H. G. Physical education of the blind. *American Physical Education Review*, 11, 1906. pp. 7-11.

A discussion of the physical education program in the Illinois Institution for the Blind.

QUIMBY, N. F. Teaching the blind to walk correctly. *Teachers Forum*, 4, 1931. pp. 12-13.

RÉCOPÉ, A. Dix-huit ans chez les aveugles. Paris, Charles Schlaeber, 1904. 132p.

Physical training in a school for the blind in France. Special exercises are described suitable for the various age groups, and suggestions for apparatus and equipment are given. Many illustrations.

Round table discussion, "Modern methods of instruction"—Physical education teachers. *American Association of Instructors of the Blind*, 1936. pp. 152-159.

Play days, by Laura Northern Smith; The National Athletic Association of the Schools for the Blind, by Marie H. Cobb; Intramural system, by Matthew de Martino; Amount of time for physical education classes, by Edna Henley; Scholastic track and wrestling meets, by Neal F. Quimby.

SAWYER, M. E. Some of the problems of the teacher of physical instruction. *American Association of Workers for the Blind*, 1911. pp. 93-94.

Teaching physical education in a school for the blind creates special problems because of the special attention which must be given to the specific needs of each individual child.

SCHRÖDER, C. Der Turnbetrieb in der Blindenschule mit Bezug auf den Turnerspruch: "Frisch, frei, fröhlich, fromm!" *Blindenfreund*, 2, 1882. pp. 117-121, 179-185.

The poor physical condition of most of the pupils entering a school for the blind makes physical education particularly important. This paper suggests many exercises which serve to correct physical imperfections, and build strong and healthy bodies.

SIMPSON, J. A. The physical education of the blind. *American Association of Instructors of the Blind*, 1890. pp. 13-19.

The writer quotes several sources for the theory that the blind as a class are less vigorous than seeing people. Blind children need to be taught a thousand things that other children learn by imitation, and almost without effort. There is therefore a great need for physical training, including all hygienic requirements.

SÖLLINGER, H. Leistungskontrolle in den leichtathletischen Übungen bei blinden Jugendlichen. *Deutsche Sonderschule*, 4, 1937. pp. 320-324.

Reports on performance controls in light athletic exercises of blind youth.

———. Schwimmen und Rettungsschwimmen mit Blinden. *Deutsche Blindenfürsorge (Blindenfreund)*, 56, 1936. pp. 10-20.

Discusses the teaching of swimming and life saving in schools for the blind.

STAUDE, B. Die körperliche Erziehung in den Blindenschulen. *Beiträge zum Blindenbildungswesen*, 10, 1939. pp. 31-48.

Physical education in schools for the blind in Germany.

STEWART, A. R. Corrective gymnastics. *American Association of Instructors of the Blind*, 1910. pp. 77-78.

The subject in this paper is treated from two standpoints, the correction of abnormal condition and the correction of conditions that may become abnormal. Several cases are cited of successful work in both classes.

SWINERTON, L. D. Posture training for blind children. *Teachers Forum*, 2, 1930, No. 3. pp. 10-11.

The writer discusses faulty postures of children, the effects of bad posture on internal organs, postural defects as an added handicap to the blind, and gives a summary of cases treated at Perkins Institution.

TRAPNY, K. Die Reform des Turnunterrichtes in der Blindenschule. *Zeitschrift für das oesterreichische Blindenwesen*, 10, 1923. pp. 1622-1626.

The writer recommends a change in the physical training in schools for the blind. The activities planned should be more related to the daily life of the pupils, rather than formalized exercises.

TRUDEL, R. E. Individual differences and the physical education program. *Teachers Forum*, 8, 1936. pp. 64-67, 76.

"Great variations in intelligence and school achievement of individual blind pupils suggests a need for variation of our school program to meet individual needs in instruction".

VILLEY, P. La pédagogie des aveugles. Paris, Félix Alcan, 1922. pp. 20-42.

One chapter in this book is devoted to the subject of physical training and its related fields, hygiene, gymnastics and sports.

VULLIAMY, V. The physical education of the blind. *Teacher of the Blind*, 24, 1936. pp. 152-160. (Also *New Beacon*, 20, 1936. pp. 39-40, 71-73, 95-96.)

Physical education at the School for the Blind, Swiss Cottage, London.

WILKINSON, R. Values of swimming for the blind. *American Association of Instructors of the Blind*, 1938. pp. 88-90.

WINEFRIDE, SISTER M. Aims and methods of physical education for blind boys and girls. *National Catholic Educational Association, Proceedings and Addresses*, 1932. pp. 540-545.

Practical methods of physical education in the St. Joseph's School for the Blind, Jersey City, N. J.

ZENZ, Der Turn-Unterricht in der Blinden-Anstalt. *Blindenlehrerkongress*, Köln, 1888. pp. 77-83.

A proposal for a physical education program in schools for the blind.

## SCIENCE

ALLEN, E. E. Opening windows on nature for blind boys and girls. *School Life*, 17, 1931, No. 2. pp. 21-22, 31.

Nature study at Perkins Institution, illustrated by objects and living models.

ANDREWS, F. M., JR. The biology laboratory period. *Teachers Forum*, 6, 1934. pp. 82-83. (Also *Teacher of the Blind*, 22, 1934. pp. 158-161)

Describes the laboratory work in biology performed at Perkins Institution.

BALLARD, B. B. The physical sciences in the junior high school. *American Association*

*of Instructors of the Blind*, 1938. pp. 188-190.

Some remarks on the advantages to the blind student of including science in his curriculum.

BECHTHOLD, E. Die Naturbeobachtung des Schülers in der Blindenschule. *Blindenfreund*, 40, 1920. pp. 157-164.

Suggestions for making the teaching of exact sciences in schools for the blind alive and understandable and related to the daily experiences of the student. Included in the paper is a list of problems assigned to upper class students during the years 1916-17.

BOTTS, J. H. Our new course in general science. *American Association of Instructors of the Blind*, 1934. pp. 127-131.

An interpretation of "General Science; a One Year Course of Study Adapted for Use in Schools for the Blind" by one of the members of the Committee on General Science.

BRANDSTAETER, A. Einiges über den Physik-Unterricht in den Blindenschulen. *Blindenfreund*, 23, 1903. pp. 19-26.

Some remarks relating to the teaching of physics to blind students.

BRYAN, A. H. Biology for blind students. *Teachers Forum*, 4, 1932. pp. 42-47.

A report on the course in biology offered blind students at the Baltimore City College. Special attention is called to the laboratory work, the various models used and the special project assignments used to illustrate the subject.

———. Teaching biology to the blind. Masters thesis. University of Maryland, 1931. 110p. (Typewritten).

Discusses materials and methods found effective in giving instruction in biology to blind students of high-school age and includes a collection of models and cut-outs with descriptions in braille.

BURDE. Die Pflanzenkunde in der Blindenschule. *Blindenfreund*, 40, 1920. pp. 105-109.

A discussion of fundamental principles for the teaching of botany in schools for the blind. Included in the paper is a course of study of the subject for the year 1920 for the school for the blind in Silesia.

BURKE, E. A. Laboratory work in science for the blind. *Teachers Forum*, 4, 1932. pp. 48-49.

A description of the way in which the Carnegie Library and Museum in Pittsburgh has been of service to the Western Pennsylvania School for the Blind through making available science exhibits at the Museum.

CALIFORNIA SCHOOL FOR THE BLIND STAFF. The teaching of nature study. *Teachers Forum*, 2, 1929, No. 1. pp. 6-7.

A description of nature study in a school for the blind, where the course follows closely the public school course for the particular locality.

COVILLE, M. G. Content of a course in general science adapted for use with the

blind. *American Association of Instructors of the Blind*, 1932. pp. 773-775.

An outline of the decisions of the Committee on General Science organized by the American Association of Instructors of the Blind.

———. Science committee notes, laboratory work. *Teachers Forum*, 4, 1932. pp. 90, 93.

Laboratory work as carried out at the Virginia School for the Blind.

CUTHBERTSON, N. D. Blind nature study. *Teacher of the Blind*, 17, 1928-29. pp. 188-194, 213-218.

A group of blind girls were taken on country rambles to study wild flowers and trees, and to learn to distinguish the songs and notes of birds. Accounts of these trips were written by the ramblers, one of whom was a deaf-blind girl.

DEAS, J. A. C. The showing of museums and art galleries to the blind. *Museum Journal*, 13, 1913, No. 3. pp. 85-99.

A report on a series of experiments in showing museums and art galleries to blind people conducted at the Sunderland Public Libraries, Museum, and Art Gallery. A systematic course of demonstrations was given, with the first demonstration confined to the art gallery, and the four following ones to museum exhibits.

DEMAL, F. Zur Praxis des Tastens. *Zeitschrift für das oesterreichische Blindenwesen*, 8, 1921. pp. 1449-1453.

A contribution to the discussion of the practical use of the sense of touch in the education of the blind, with special emphasis on getting the most benefit out of available models and objects.

EVANS, E. Notes on elementary science. *Teacher of the Blind*, 15, 1927. pp. 113-115; & 16, 1927, pp. 10-12, 36-39.

Introduces a series of lessons in elementary science.

FISCHER, G. Physik. Mell, *Enzyklopädisches Handbuch des Blindenwesens*, 1900. pp. 591-593.

Teaching of physics in schools for the blind.

FRENCH, R. S. General science; a necessary factor in a modern curriculum. *American Association of Instructors of the Blind*, 1924. pp. 152-154.

Considers the purpose of a course in general science in a school for the blind, materials and methods to be employed, the time to be allotted to such a course, and the results which should be looked for.

FRONEBERG. Naturgeschichte in der Blindenschule. Mell, *Enzyklopädisches Handbuch des Blindenwesens*, 1900. pp. 542-545.

In this article the writer discusses the historical background of nature study in schools for the blind and the importance of the subject in the curriculum.

GAEDEKE, C. Der naturkundliche Unterricht in der Blindenanstalt. *Blindenfreund*, 7, 1887. pp. 97-101, 113-117, 129-132.

An explanation of how botany, zoology, mineralogy, physics, etc. are taught in a German school for the blind, what equipment has been found necessary, and what means are used for connecting these subjects to the daily life of the students.

General science; a one year course of study adapted for use in schools for the blind; sponsored by the American Association of Instructors of the Blind. New York, American Foundation for the Blind, 1933. 27p.

This course of study was prepared by the General Science Committee of the American Association of Instructors of the Blind.

GIBSON, C. A. The value of general science to the blind. *American Association of Instructors of the Blind*, 1932. pp. 771-773.

An enumeration of various points that should be covered by an effective course in general science.

HAMILTON, D. W. The laboratory in schools for the blind. *American Association of Instructors of the Blind*, 1932. pp. 775-777.

Suggestions for making laboratory work in connection with a general science course possible in schools for the blind.

———. What science teaching is advisable in our high school departments. *American Association of Instructors of the Blind*, 1934. pp. 131-136.

A discussion of how much space should be given to the various subjects of science, such

as general science, physiology and hygiene, biology, physics and chemistry.

HANCE, R. T. Laboratory work for the blind. *Science Counselor*, 1, 1935, No. 4. pp. 4, 34.

Reports on the laboratory work in biology performed by blind students in the University of Pittsburgh.

———. Mendelism for the blind. *Journal of Heredity*, 27, 1936. pp. 151-153.

Reports on laboratory courses in biological sciences successfully taught to blind students in the University of Pittsburgh.

HEBBELN, H. J. Some uses of hearing in the study of physics. *Teachers Forum*, 4, 1932. p. 91.

A description of a method of detecting small electrical currents by the sense of hearing.

HILL, O. J. Another beam of light through the darkness. *Teachers Forum*, 11, 1939. pp. 62-65, 72. (Also *Journal of Exceptional Children*, 6, 1940. pp. 129-137.)

Students at the Ohio State School for the Blind are given a more accurate idea of birds and animals, trees and buildings through models constructed on a WPA project.

HOOVER, W. C. The technique of physics instruction for the blind. *Teachers Forum*, 9, 1937. pp. 73-78.

The teaching methods outlined in this article are based on the technique employed in teaching physics at the Kansas School for the Blind.

———. The technique of science instruction of visually handicapped students; Masters thesis, State Teachers College, Pittsburgh, 1936. 88p. (Mimeographed)

Contents: The place of science in the high school program of studies in schools for the blind; Technique of general science instruction for the blind; Technique of physics instruction for the blind; Summary and conclusions.

HURST, A. D. Ways and means of teaching general science to blind students. *Teachers Forum*, 6, 1933. pp. 34-37.

This paper is an effort to relate how some of the laboratory equipment and experiments needed for a course in general science may be adapted to meet the needs of blind students. The topics discussed are considered on the basis of the three main divisions of science, biology, chemistry and physics.



JOINT COMMITTEE OF THE COLLEGE OF TEACHERS OF THE BLIND AND THE NATIONAL INSTITUTE FOR THE BLIND. The education of the blind; a survey. London, Edward Arnold, 1936. pp. 129-132.

The findings of the Committee in regard to nature knowledge and elementary science in schools for the blind.

KOEHNE, G. The place of science in the elementary curriculum. *American Association of Instructors of the Blind*, 1934. pp. 125-127.

An outline of the general science course of study given at the Indiana School for the Blind.

KRAUS, S. Physik in der Blindenschule. *Blindenfreund*, 22, 1902. pp. 27-28.

Directions for making certain experiments in physics intelligible to blind students.

LANGWORTHY, J. An experiment in teaching astronomy. *Teachers Forum*, 7, 1935. pp. 53-55.

Describes a brief course of twelve lessons, given at Perkins Institution, covering the story of the solar system, the tides, the history of the calendar, the principal constellations, etc.

MAYNZ, J. Gipsmodelle im Blindenunterricht. *Arbeitschule*, 44, 1930. pp. 248-250.

Directions for making plaster models for use in the education of the blind.

MEISINGER, F. Der Unterricht in der Naturgeschichte. Mell, *Blindenunterricht*, 1910. pp. 154-170.

Suggestions and direction for teaching anatomy and hygiene, zoology, botany, and mineralogy in a school for the blind. A section of the paper points out the advantages of field trips to observe and examine objects on the spot.

MELL, M. Der Unterricht in der Naturlehre. Mell, *Blindenunterricht*, 1910. pp. 170-179.

A discussion of ways of teaching general science in a school for the blind.

MERRY, F. K. A study of the merits of animal models used in teaching blind children. *Teachers Forum*, 2, 1930, No. 3. pp. 12-13.

A report on an experiment conducted in the Department of Special Studies at Perkins Institution.

MILLER, M. A circus in the primary grades. *Outlook for the Blind*, 18, 1929, No. 2. pp. 25-27.

Nature study made alive and interesting to blind children through the staging of a circus.

Museums and the blind. *New Beacon*, 14, 1930. pp. 266-267.

Concerns the use of museums in nature study classes in schools for the blind.

MYERS, S. O. The teaching of science in schools for the blind. *Teacher of the Blind*, 23, 1935. pp. 90-93.

An outline for a course of study in general science.

NATIONAL INSTITUTE FOR THE BLIND. Museums and the blind. London, National Institute for the Blind, 1930? 12p. (Bulletin No. 2)

A survey of the use made by public museums in the instruction of the blind, with a list of English museums prepared to offer special facilities to the blind.

OPPEL. Die Naturgeschichte in Blindenanstalten. *Blindenlehrerkongress*, Frankfurt a.M., 1882. pp. 198-209.

A discussion of methods of teaching botany, zoology, mineralogy in schools for the blind.

PERKINS, H. F. Museum exhibits for the blind. *Outlook for the Blind*, 33, 1939. pp. 120-121.

Tells of a special exhibition for the blind held at the Robert Hull Fleming Museum of the University of Vermont at Burlington. Objects from every department of the museum, from asbestos and Indian relics to delicate carvings and mounted birds have been assembled.

PRILOP, F. Das Problem des Naturgeschichtsunterrichts in der Blindenschule. *Blindenfreund*, 52, 1932. pp. 252-257.

A survey of 35 students in a school for the blind brought out the fact that nature study was of predominating interest to most all of them. The writer suggests various ways of making the subject intelligible to the blind student.

RAPPAWY, A. J. Aus der Unterrichtspraxis—Die Forelle. *Zeitschrift für das oesterreichische Blindenwesen*, 1, 1914. pp. 27-29.



A description of a lesson hour in the intermediary grades of a school for the blind. Living trouts, fish bones, fishing equipment, etc. are used as illustrations.

SHELDON, D. D. The blind child in the world of nature. New York, American Foundation for the Blind, 1929. 8p.

A report of a nature study project conducted in the Department of Special Studies at Perkins Institution.

STANTON, E. Nature study class. *Outlook for the Blind*, 24, 1930, No. 1. pp. 34-35.

A class of fifteen blind members was held by the Buffalo Association for the Blind under the auspices of the Buffalo Museum of Natural Science for the purpose of making the blind more familiar with certain phases of nature study.

TRUE, N. A. Museum work for partially and totally blind children. *Teachers Forum*, 2, 1930, No. 3. pp. 2-4.

Describes the work of the American Museum of Natural History with classes of blind and partially blind children.

TURNER, S. Making use of our museum. *Teachers Forum*, 2, 1930, No. 5. pp. 12-13.

Models from the museum at Perkins Institution were used to illustrate simple stories of animals and birds.

VAUGHAN, R. A course in nature study and science. *Teacher of the Blind*, 17, 1929, pp. 288-289; 18, 1929-30, pp. 11-12, 37-39, 63-64, 90-91, 114-115.

A course of study in six stages, each stage divided into three terms, with ten lessons suggested for each term.

WANECEK, O. Über Lehrmittel im tierkundlichen Unterricht. *Zeitschrift für*

*das oesterreichische Blindenwesen*, 2 1915. pp. 311-313.

This article discusses the use of objects and models in zoology lessons in schools for the blind.

WELLINGTON, J. A., and MORGAN, D. H. Visual aids in the teaching of astronomy to the blind. *Teachers Forum*, 12, 1940. pp. 66-67, 72.

Describes several models, showing the relations between the sun, moon, and earth, which have been constructed at the California School for the Blind.

ZECH, F. Gedanken über den naturgeschichtlichen Unterricht in der Blindenschule. *Blindenfreund*, 20, 1900. pp. 19-26, 37-46.

Some comments on the teaching of nature study in schools for the blind.

———. Der Physik-Unterricht in der Blindenschule. *Blindenfreund*, 22, 1902. pp. 145-152.

Physics as taught at the school for the blind in Königsthal, Germany.

———. Die Reformbestrebungen auf dem Gebiete des naturkundlichen Unterrichts in ihrer Bedeutung für die Blindenschule. *Blindenlehrerkongress*, Breslau 1901. pp. 194-208.

An evaluation of attempted reforms in methods of general nature study and the influence this may have on teaching methods in schools for the blind.

———. Der Schulgarten, ein Lehrmittel für den botanischen Unterricht in der Blindenschule. *Blindenfreund*, 20, 1900. pp. 53-66.

Suggests the use of the school garden as a means of teaching botany in schools for the blind.

## SPEECH TRAINING

BIERMAN, M. R. Speech improvement for blind children. *Outlook for the Blind*, 22, 1928, No. 1. pp. 28-29.

Suggestions for improvement by a teacher of speech.

CUTSFORTH, T. D. The blind in school and society. New York, D. Appleton and Co., 1933. pp. 103-120.

Voice and speech; Value of voice and speech for the blind; Voice and personality; Subverbal

modes of communication; Prevalence of speech defects among the blind; Causes of speech defects among the blind; Practical problems faced by the blind.

EDENFIELD, M. C. A comparative study of the occurrence of speech defects in blind and seeing people. Masters thesis, Louisiana State University, 1936. (Typewritten)

"Tests 38 blind subjects and 38 seeing subjects for speech defects. Finds a decided difference between the groups in articulatory errors, and in voice and rhythm, but that as a whole, there is no appreciable difference between the two groups in total speech defects".

EISENSON, J. The psychology of speech. New York, F. S. Crofts & Co., 1938. pp. 158-165.

Chapter 12, "Personality deviations and speech" includes a discussion of the blind and their speech difficulties.

ELLIOTT, R. Spoken English at the Oklahoma School for the Blind. *Teachers Forum*, 11, 1938. pp. 8-10.

FLADELAND, S. V. Some psychological effects of blindness as indicated by speech disorders. *Journal of Expression*, 4, 1930. pp. 129-134.

Data based on observations on 126 blind children, on conversation with intelligent blind adults, and on a comparison of the ratings of 30 blind children with a large control group of seeing children indicate that blindness accentuates certain personality traits, but does not produce any distinct type of personality. A summary of a Masters thesis.

———. Speech defects of blind children. *Teachers Forum*, 3, 1930, No. 2. pp. 6-8. (Also *Teacher of the Blind*, 19, 1931. pp. 75-78)

A discussion of the more prevalent speech defects which may mean a real handicap in the case of blind children.

MERRY, R. V. Problems in the education of the visually handicapped children. Cambridge, Harvard University Press, 1933. pp. 163-165.

Considers the prevalence and nature of speech disorders of blind children.

SANKEY, A. M. Problems in teaching speech to the blind. *Quarterly Journal of Speech*, 24, 1938. pp. 77-83.

Recommends the development of a controlled personality, individual instruction as much as possible, and practice through play acting, etc., for best results.

STINCHFIELD, S. M. The psychology of speech. Boston, Expression Co., 1928. 331p.

Includes many references to the speech of the blind, with reports of surveys made in two American schools for the blind.

———. Speech defects in children. *American Association of Instructors of the Blind*, 1926. pp. 301-304.

Discusses preliminary surveys of speech defects made at the Pennsylvania Institution for the Instruction of the Blind and at Perkins Institution.

———. Speech disorders; a psychological study of the various defects of speech. New York, Harcourt, Brace and Co., 1933. pp. 62-76.

Includes a discussion of speech disorders among blind children, with reports on surveys made in schools for the blind in America as well as in Vienna, Austria.

## TOUCH READING

BALCHIN, A. A few remarks on the method of teaching braille. *Teacher of the Blind*, 21, 1933. pp. 119-123.

This paper is divided in two parts, the first treating of the teaching of braille in respect to the formation of its various characters, the second part deals with the reading of words.

BRANCH, H. B. Reading in the upper elementary grades. *American Association of Instructors of the Blind*, 1936. pp. 55-57.

Discusses ways of teaching the mechanics of reading in a school for the blind and simultaneously developing the child's ability to read intelligently.

BROWNELL, L. P. The tactile sense. *Mentor*, 4, 1894. pp. 306-309.

Investigations into the sense of touch of the blind, with some attention given to finger movements while reading braille.

BÜRKLEN, K. Die Druckstärke beim Tastlesen der Punktschrift. *Zeitschrift für das oesterreichische Blindenwesen*, 3, 1916. pp. 543-546.

Report on preliminary experiments to measure the pressure strength of the finger in braille reading.

———. Das Tastlesen der Blindenpunktschrift; nebst kleinen Beiträgen zur Blindenpsychologie von P. Grasemann, L. Cohn, W. Steinberg. Leipzig, Johann Ambrosius Barth, 1917. 94p. charts. (Beihefte zur *Zeitschrift für angewandte Psychologie*, 16)

This book has been translated by Frieda Kiefer Merry.

———. Touch reading of the blind; trans. by F. K. Merry. New York, American Foundation for the Blind, 1932. 54p.

A psychological study of touch reading, analyzing the process of reading with regard to point size, touch movements, pressure, speed, fatigue, etc.

———. Untersuchungen über die Lesbarkeit der Braille'schen Punktschriftzeichen. *Blindenfreund*, 33, 1913. pp. 47-50.

An examination of braille symbols with regard to their readability made with 30 students of a school for the blind as subjects.

CHATFIELD, A. An adequate course of study in reading for the primary grades. *American Association of Instructors of the Blind*, 1938. pp. 58-60.

Points out the importance of a planned program for the teaching of reading to beginners.

CHATFIELD, O. Braille reading. *American Association of Instructors of the Blind*, 1936. pp. 53-55.

Discusses reading activities related to group experiences, reading from books in a group, individual use of work-type materials, reading procedure, pre-primer reading, advanced book reading, and testing of results.

CONRAD, A. E. On the teaching of reading. *Outlook for the Blind*, 16, 1922. pp. 82-85.

This paper was prepared for the Efficiency Committee of the American Association of Instructors of the Blind and explains the teaching method originated in Newark in 1910 and used there later with success.

CZYPERREK. Lesen und Tastsinn. *Blindenfreund*, 33, 1913. pp. 141-150.

An answer to Kunz's writings on the sense of touch and braille reading.

———. Zu "Lesen und Tastsinn". *Blindenfreund*, 33, 1931. pp. 237-240.

A second answer to Kunz disagreeing with his theories on the sense of touch and braille reading.

DORAISWAMY, C. An analysis of reading difficulties among the blind children in primary grades. Masters thesis, Boston University, 1934. 63p. (Typewritten)

"Analyzes the reading difficulties of primary grade children in the Perkins Institution and Massachusetts School for the Blind at Watertown, by means of the results obtained from tests adapted and transcribed in braille for the first three grades."

ELLIS, K. M. Simplicity in teaching the foundation of braille. *Teacher of the Blind*, 3, 1915. pp. 68-70.

The writer suggests that reading be the only subject taught for at least the first period of the child's school life. The ordinary kindergarten alphabet box is used as teaching apparatus.

FERTSCH, P. An experimental study of the silent reading habits of blind children. Masters thesis, University of Texas, 1932. (Typewritten)

GIGERL, E. Lesen. Mell, *Encyklopädisches Handbuch des Blindenwesens*, 1900. pp. 461-463.

A short article on the general mechanics of finger reading.

GRASEMANN, P. An investigation on the reading of the blind. Bürklen, *Touch reading of the blind*, 1932. pp. 57-61.

An investigation of the extent to which both hands share in the reading of braille.

GREGORY, SISTER M. The development of love of reading. *National Catholic Edu-*

*cational Association, Proceedings and Addresses*, 1936. pp. 440-444.

Suggests ways of making the learning of touch reading as easy as possible, so that a real love for reading may be developed.

GRZEGORZEWSKA, M. Struktura psychiczna czytania wzrokowego i dotykowego. *Polskie Archiwum Psychologii*, 1, 1927. pp. 107-121, 192-194.

The psychological structure of visual and tactual reading. A short resumé in French is given.

GÜNTHER, E. Das ganzheitliche Verfahren im ersten Punktschrift-Leseunterricht. *Blindenfreund*, 54, 1934. pp. 207-217.

A critical evaluation of the word and phrase method in teaching braille based on Gestalt-psychology.

HARTMANN, G. Zum Tastlesen der Blindenpunktschrift. *Blindenfreund*, 38, 1913. pp. 105-108.

Experiments with blind school children to determine the use of either one or both hands in the reading of braille, with many references to the work of Bürklen and Grasemann.

HELLER, S. *Das Tastlesen der Blindenpunktschrift*, von Karl Bürklen. *Zeitschrift für das oesterreichische Blindenwesen*, 5, 1918. pp. 867-871.

A review of the book *Das Tastlesen der Blindenpunktschrift*, by Karl Bürklen.

HELLER, T. Studien zur Blindenpsychologie. Leipzig, Wilhelm Engelmann, 1904. pp. 86-96.

A survey of the development of reading for the blind.

HICKS, M. Teaching the beginner to read and write braille. *American Association of Instructors of the Blind*, 1920. pp. 66-69.

First principles for teaching braille to the beginner. The problem of the child with partial vision, suitable appliances and other aids, and selection of reading practice material are among the points discussed.

HOLLAND, B. F. Special apparatus in the laboratory of educational psychology, University of Texas. *American Journal of Psychology*, 45, 1933. pp. 139-145.

Among the apparatus described is a mechanism used to record the finger movements of blind persons in reading braille.

———. Speed and pressure factors in braille reading. *Teachers Forum*, 7, 1934. pp. 13-17.

A report of an investigation into the relation of pressure to speed in reading braille. Four tables are included in the text.

———, and EATMAN, P. F. The silent reading habits of blind children. *Teachers Forum*, 6, 1933. pp. 4-11, 19.

A report of an experiment designed to throw light on the mechanics of braille reading made at the Texas School for the Blind in 1931-32.

IAKOWLEFF, C. La chronaxie chez les aveugles. *Travail Humaine*, 2, 1934. pp. 204-208.

Chronaxy of the blind in the reading of braille.

———. La chronaxie sensitive chez les aveugles par rapport à la lecture par Braille et au travail physique. *Travail Humaine*, 3, 1935. pp. 336-342.

Chronaxy of the blind as related to reading braille and to physical work.

KIEFER, F. A. Some problems involved in teaching braille writing to beginners. *Teachers Forum*, 1, 1928, No. 4. pp. 2-4.

KREMER. Zur Methodik des Schreibleseunterrichtes. *Blindenfreund*, 43, 1923. pp. 179-187.

A contribution to the methodology of teaching braille to beginners according to the synthetic process.

KUNZ, M. Lesen und Tastsinn. *Blindenfreund*, 33, 1913. pp. 194-199.

A contribution to the discussion of the sense of touch and its use for reading braille.

LIEBIG, F. Ein Beitrag zum Schreibleseunterricht der Blindenschule. *Blindenfreund*, 46, 1926. pp. 68-70.

Suggestions for making braille more alive and interesting to the blind students.

LIPPA, J. Early problems in teaching reading to beginners. *Teachers Forum*, 9, 1936. pp. 15-17.



Suggestions for keeping the child interested while he is learning the meaning of ideas and sentences.

———. Introducing the blind child to reading. *Teachers Forum*, 4, 1932. pp. 82-83.

Suggestions for making the first reading lessons easy and within the blind pupil's comprehension, so that from the beginning he will be given confidence in his ability to read.

———. Teaching beginners to read and write braille. *American Association of Instructors of the Blind*, 1924. pp. 129-133.

Ways and methods of making first lessons in reading and writing braille enjoyable to the blind child through play-exercises and dramatizations of finger movements.

LOVE, N. Primary reading. *American Association of Instructors of the Blind*, 1894. pp. 46-49.

A teacher of reading at the Indiana School for the Blind explains her system for teaching the first principles of reading to blind students.

McFERRIN, P. L. Point psychology. *Teachers Forum*, 2, 1930, No. 5. pp. 4-6.

Practical suggestions for teaching braille reading and writing to the beginner.

McQUEEN. Suggestions for the teaching of braille to infants. *Teacher of the Blind*, 14, 1926. pp. 133-134.

Suggestions suitable only for quite young children.

MAHLENBROCK, A. Making beginning reading lessons real and within the child's experience. *Teachers Forum*, 7, 1935. pp. 87-97.

A report of an experiment in having blind children cooperate in making up little stories to be used as readers, with the subject matter closely related to their daily experiences.

MAXFIELD, K. E. The blind child and his reading. *American Association of Instructors of the Blind*, 1928. pp. 381-383.

Discussion of the book *The Blind Child and His Reading*, and the investigations that preceded its writing.

———. The blind child and his reading; a handbook for teachers of primary

braille reading. New York, American Foundation for the Blind, 1928. 215p.

The contents include: Fundamentals of the reading program for blind primary pupils; Mechanics of braille reading; Phonics and speech correction; Discussion of present methods of introducing beginning braille reading; Learning by doing; The exceptional child; Tests and records; Materials for use in teaching primary braille reading.

———. Present status of instruction in primary reading in residential and day school classes for the blind. New York, American Foundation for the Blind, 1926. 41p.

This pamphlet contains information received through a questionnaire sent out to schools and classes for the blind throughout the country.

———. Progress in the special methodology of teaching braille reading. *American Association of Instructors of the Blind*, 1930. pp. 536-538.

A survey of progress made in the methods of teaching braille during some of the preceding years especially in regard to the mechanics of braille reading, and an outline of some of the problems which need attention in the future.

———. Reading experiments now in progress. *Outlook for the Blind*, 19, 1925, No. 2. pp. 8-11.

Report on two experiments carried on at Perkins Institution for the American Foundation for the Blind—one on the mechanics of reading, and the other one on procedure of teaching reading.

———. Reading problems. *Outlook for the Blind*, 19, 1925, No. 1. pp. 58-59.

A short statement regarding the various problems which must be solved through investigation and experimentation in order to make teaching of braille reading more efficient.

———. Summary of the information collected by the Uniform Type Committee on the mechanics of reading raised type. *Outlook for the Blind*, 18, 1925, No. 4. pp. 8-13.

This summary is illustrated with tables and photographs.

MAYNTZ, J. Lasst sich der erste Leseunterricht der Blindenschule auf ein analyt-



isches Verfahren gründen? *Blindenfreund*, 53, 1933. pp. 237-256.

Reasons for and against the use of the synthetic or the analytic method in the teaching of braille reading. The writer explains his own rejection of the analytic method for use with blind children.

———. Wege in die Welt der sechs Punkte; ein Beitrag zur Methodik des ersten Leseunterrichtes in der Blindenschule. Düren, Verein zur Fürsorge für die Blinden der Rheinprovinz, 1928. 75p.

A contribution to the methodology of teaching primary braille reading. This writer advocates the synthetic method within the frame of project unit teaching.

MELL, M. Das Lesen der Blinden. Mell, *Blindenunterricht*, 1910. pp. 87-100.

A discussion in general terms of finger reading and its mechanics.

MERRY, F. K. Motivated drill material adapted to the needs of primary braille readers. *Teachers Forum*, 3, 1931, No. 5. pp. 15-16.

Adaptation of supplementary reading material to the needs of blind children in Grades II, III, IV and V, made in the Department of Special Studies at Perkins Institution.

———. Shall we teach contractions to beginning braille readers? *Teachers Forum*, 5, 1932. pp. 35-37.

A report of experiments made in the Department of Special Studies at Perkins Institution in teaching contractions to beginning braille readers.

———. Suggestions for motivating primary braille reading. New York, American Foundation for the Blind, 1929. 31p. (Reprinted in much abbreviated form in *Teacher of the Blind*, 18, 1930. pp. 118-123.)

In this pamphlet attention is called to various devices for motivating beginning braille reading.

MERRY, R. V. An experiment in teaching tactual reading to seeing subjects. *Pedagogical Seminary and Journal of Genetic Psychology*, 39, 1931. pp. 407-413. (Reprinted in abbreviated form in *Teacher of the Blind*, 20, 1932. pp. 125-128)

A report of an experiment in teaching braille reading to two seeing undergraduates in Harvard College.

———. Which hand is the eye of the blind? *Teachers Forum*, 2, 1930, No. 3. pp. 4-6.

Adverse criticism of *Which Hand Is the Eye of the Blind?* by Josephine Smith.

NICHOLLS, F. M. Learning to read by the word method. *Teachers Forum*, 1, 1928, No. 2. pp. 2-5.

A report of three years' experiment in teaching reading by the word method at Perkins Institution. Some comparison is made of the results obtained by this method and those gained by the letter method.

PHILIPS, M. A. Most effective methods in teaching primary reading and phonics. *American Association of Instructors of the Blind*, 1936. pp. 52-53.

Touch reading taught through braille picture books in the first grade of the Pennsylvania Institution for the Instruction of the Blind.

ROMAGNOLI, A. Ragazzi ciechi. Bologna, Nicola Zanichelli, 1924. pp. 87-94.

One chapter in this book gives suggestions for methods of teaching braille as practiced in an Italian school for the blind.

SHATTUCK, O. Can the blind be taught to read by the word method? *American Association of Instructors of the Blind*, 1896. pp. 68-69.

A strong recommendation for the use of the word method in teaching reading to blind children.

SMITH, J. M. The sensory function of the non-preferred hand. *Journal of Experimental Psychology*, 16, 1933. pp. 271-282.

An experiment to test the hypothesis of a sensory preference for the non-preferred motor hand. The subjects were seeing persons, blindfolded.

———. Which hand is the eye of the blind? *Genetic Psychology Monographs*, 5, 1929. pp. 211-252.

An experiment to determine which hand of a blind person is superior in tactile reading. The subject for this experiment was a seeing person, blindfolded.

VILLEY, P. Psychologie de la lecture tactile. *Journal de Psychologie*, 28, 1931. pp. 213-249.

A discussion of the many psychological principles involved in the reading of braille, with special attention to the theories of tactual reading and the results of many experiments on speed, accuracy, etc.

WILSON, E. A. Why we teach grade two. *Outlook for the Blind*, 26, 1932. pp. 35-38.

A group of teachers in the Kansas State School for the Blind was unanimously in favor

of teaching grade two in the upper grades of the school.

The work of the "Sunshine Kindergartens"—VI, The beginnings of braille for blind children. *New Beacon*, 18, 1934. pp. 254-255.

Suggestions for making speech training and preparation for reading a direct result of play in the kindergarten for blind children.

## MISCELLANEOUS SUBJECTS

ADAMS, J. A. A department for the blind Negro children of Mississippi. *Outlook for the Blind*, 27, 1933. pp. 234-235.

Tells of the class for blind Negro children in the Piney Woods Country Life School, for which the Mississippi Commission for the Blind supplies a teacher.

ALLEN, W. E. Opportunity and adjustment rooms of the Texas School for the Blind. *Teachers Forum*, 4, 1931. pp. 25-27.

Sets forth the character of work, the types of pupils, the curriculum, the methods employed, and the economic benefits accrued from the work of the Opportunity and Adjustment Rooms for children who are misfits in the grades.

EDGAR, W. A simple alternative to square handwriting. *Teacher of the Blind*, 26, 1938. pp. 120-122.

Presents a code for a system of square-hand characters which may be produced on an ordinary braille frame. The code is numbered according to Standard English braille.

EGGLESTON, L. The teaching of pencil writing. New York, New York Institute for the Education of the Blind, 1936. (Monograph No. 2, pp. 26-40.)

EMBLEM, J. R. Alternative to square writing. *New Beacon*, 22, 1938. pp. 101-102.

A critical examination of Edgar's new system.

FARLEY, R. L. An experiment with gifted blind children. *Teachers Forum*, 5, 1933. pp. 42-43.

Reports on a special class for gifted blind children conducted by the Department for the Blind of the Los Angeles Public Schools.

LOWENFELD, B. Learning by listening: a review of recent achievements in auditory education. *Teachers Forum*, 12, 1940. pp. 90-92, 95.

Reviews the use of radio and phonograph recordings as educational tools.

ROSENTHAL, R. F. The unit method of teaching history in the junior high school. *American Association of Instructors of the Blind*, 1938. pp. 179-181.

RYAN, J. L. Guide sheets in American history. *American Association of Instructors of the Blind*, 1938. pp. 194-197.

Describes a device (guide sheets) used in teaching American history at the Iowa School for the Blind.

TRAPNY, K. Die Schulung der Hand in der Blindenschule. *Archiv für das Blindenwesen*, 1, 1935, No. 3-4. pp. 19-29.

A discussion of the importance of training in manual dexterity for blind children, with a review of the literature on the subject.

# THE BLIND MENTALLY RETARDED

ALLEN, E. E. The feeble-minded blind.

*Outlook for the Blind*, 2, 1908. pp. 77-79.

A speech given originally at the National Conference of Charities and Correction, May, 1906.

———. The problem of the feeble-minded blind child. Reprinted from *Perkins Institution, Annual Report*, 1917. 13p.

A paper presented at a conference of the Massachusetts Society for Mental Hygiene, 1916. The point of view of a director of a school for the blind is presented.

ANDREWS, F. M., JR. The educational status of the blind mentally retarded in the United States. Masters thesis, Boston University, 1933. 45p. (Mimeographed)

The thesis is divided into the following chapters: Definition and previous research; Historical treatment; Causes of blindness among the mentally retarded; The opinion of educators as to the care of this group; Course of study; Conclusions.

Aveugles faibles d'esprit. *Valentin Haüy*, 1929. pp. 63-64.

An abstract of "Adequate provision for the blind feeble-minded", by Tynan and others.

BASSETT, D. M. Our blind girls go to school. *Training School Bulletin*, 29, 1932. pp. 74-78.

A special class of blind girls is formed at the Vineland State School, with a special visiting teacher.

BEST, F. Blinde, schwach sinnige. *Enzyklopädisches Handbuch der Heilpädagogik*, 1911. pp. 339-341.

A medical treatise on causes of blindness with special reference to the blind feeble-minded.

BEST, H. Blindness and the blind in the United States. New York, The Macmillan Co., 1934. (See index)

Several references to the blind feeble-minded. This book is a revision of *The Blind*, published in 1919.

BRYAN. The backward child. *Teacher of the Blind*, 14, 1926. pp. 127-132.

A lecture given to a group of teachers at Swiss Cottage, London, England. The various types of subnormal children are described, and suggestions are given for improving their present condition.

BURDE. Über die Behandlung der schwach-befähigten und vernachlässigten jungen Blinden. *Blindenfreund*, 33, 1913. pp. 151-158.

The use of the hand is of more importance in the education of the blind feeble-minded than with normal blind children. Suitable toys and appliances are listed.

BURRITT, O. H. The education of the blind, a highly complex problem. *American Association of Instructors of the Blind*, 1916. pp. 8-14. (Also *Outlook for the Blind*, 10, 1917. pp. 107-112.)

One of the most difficult problems met with in schools for the blind is the presence of a large number of feeble-minded children with defective sight.

———. The visually handicapped feeble-minded. *Teachers Forum*, 3, 1931, No. 4. pp. 9-12.

Reports briefly on the care given the retarded blind in some European countries, and discusses ways in which an adequate program for the United States may be developed.

CHAPPLE, B. P. What is to be done with the feeble-minded blind? *American Association of Instructors of the Blind*, 1920. pp. 31-34.

The opinion of a superintendent of a residential school for the blind.

COWGILL, A. G. Our methods of handling the mentally handicapped or retarded child. *American Association of Instructors of the Blind*, 1936. pp. 41-44.

The story of a special class for retarded blind children established in Philadelphia under the supervision of the Pennsylvania Institution for the Instruction of the Blind.

CUTSFORTH, T. D. The blind in school and society. New York, D. Appleton and Co., 1933. pp. 25-47.

Chapter 2, "A case of retardation".

———. A case of retarded development in the blind. Wheeler, *Readings in Psychology*, 1930. pp. 188-198.

A case study of a boy partially blind from birth, who entered a school for the blind at the age of twenty-four.

DOW, J. J. Border line cases in special schools. *Outlook for the Blind*, 6, 1912. pp. 63-67.

The problem of border line cases in respect to mentality is the most difficult and the least worked out of any in connection with the blind, in this writer's opinion.

DRY, W. R., and COOPER, E. C. The psychological study of blind children. *Psychological Clinic*, 20, 1931. pp. 184-191.

The question is raised, Is the large incidence of retardation in schools for the blind truly congenital feeble-mindedness, or "pseudo-feeble-mindedness" which may be curable. The writers give many examples met with in their own experiences.

DUSTIN, N. F. What is adequate provision for the education of the backward (not feeble-minded) blind child, and how can we meet this problem in our schools? *American Association of Instructors of the Blind*, 1910. pp. 10-12.

One of three contributions to a discussion of the backward blind child at this meeting of the American Association of Instructors of the Blind.

FARRELL, G. The blind mentally retarded in America. *New Beacon*, 19, 1935. pp. 285-288.

It is recommended that blind feeble-minded children be put in special classes in institutions for the feeble-minded. A report is given of the work of such a class.

The feeble-minded blind—what shall the school do with them?—Round table. *American Association of Instructors of the Blind*, 1916. pp. 30-32.

A group of representative educators of the blind took part in this discussion.

GREAVES, J. R. Teaching the retarded blind child. *American Association of Instructors of the Blind*, 1938. pp. 71-75.

Deals with the Royer-Greaves School for blind retarded children.

———. Training the retarded blind. *American Association of Instructors of the Blind*, 1934. pp. 65-70.

The principal of a private school for the blind retarded child explains her methods of teaching this special group.

———. What shall we do with our backward blind children? *American Association of Instructors of the Blind*, 1926. pp. 306-309.

The story of the Royer-Greaves School for the Blind.

GREENWOOD, A. Some eye defects of feeble-minded and backward children. *National Educational Association Journal of Proceedings and Addresses*, Boston, 1903. pp. 1023-1028.

Certain eye defects are unusually frequent among feeble-minded children. All children with real or apparent mental deficiency should have thorough eye examinations.

HERD, H. The mentally-defective blind. Sheffield, Northern Counties Association for the Blind, 1930. 10p.

A reasonably accurate census of cases must be had before an answer can be found to the question of whether blind feeble-minded children should receive special education or whether they should be trained in existing institutions for the blind.

HOLTERHOFF, L. The feeble-minded blind. *School and Society*, 14, 1921. pp. 174-179.

A report of an experiment in teaching three groups of mentally defective children with a mental age of 9-8-10 years.

ILLINGWORTH, W. H. How to deal with the incompetent blind. *International Conference on the Blind*, London, 1914. pp. 148-163.

This paper, given by the superintendent of an English school for the blind, is to a large extent based on answers to a questionnaire sent out in advance to colleagues in the field.

IRWIN, R. B. The recognition and training of blind feeble-minded children. *Outlook for the Blind*, 9, 1915. pp. 29-32.

Special intelligence tests will determine the mental development of the child, and if he is sub-normal he should be given the training suitable to his mental age.



JOHNSON, A. Consultations; children who are doubly defective. *Training School Bulletin*, 11, 1914. pp. 40-42. (Also *Outlook for the Blind*, 8, 1914. pp. 90-91.)

A board of experts discuss the question of where blind feeble-minded children should be taught and cared for.

JOHNSON, H. H. The problem of the backward child. *American Association of Instructors of the Blind*, 1910. pp. 12-14.

One of three contributions to a discussion of the backward blind child at this meeting of the American Association of Instructors of the Blind.

JOINT COMMITTEE OF THE COLLEGE OF TEACHERS OF THE BLIND AND THE NATIONAL INSTITUTE FOR THE BLIND. The education of the blind; a survey. London, Edward Arnold & Co., 1936. pp. 26-34, 227-230.

Mentally retarded children should be classified as ineducable and educable. Application of intelligence tests and further research is recommended and permanent retardation is contrasted with educational backwardness of remedial kind. Education must be founded upon the individual positive interests of the children, and these interests brought into relationship with the normal activities of the school.

KITE, E. S. The feeble-minded blind. *Training School Bulletin*, 13, 1916. pp. 135-141.

Reply to a letter asking if blindness can cause feeble-mindedness. The answer is in the negative.

LAVENDER. The problem of the retarded child. *Teacher of the Blind*, 15, 1927. pp. 88-95.

A teacher in a school for the feeble-minded with sight discusses the problem as it might be applied to the blind retarded pupil.

LEAGUE OF NATIONS, HEALTH ORGANISATION. Report on the welfare of the blind in various countries, based on replies furnished to a questionnaire. Geneva, League of Nations, 1929. pp. 31-32, 245-250.

Statistics and other information in regard to blind feeble-minded persons in various countries.

LEMBCKE. Meine Stellung zu einigen aktuellen Fragen des Blindenwesens. *Blinden-*

*freund*, 46, 1926. pp. 134-143, 153-160, 238-245.

The writer makes clear his own point of view in regard to the blind feeble-minded and other problems in the education of the blind. Opinions of other authorities in the field are referred to.

LOCH, C. S. Provision for defective blind children. *Conference on Matters relating to the blind*, Westminster, 1902. pp. 61-67.

This paper considers the number of defective blind children, special cases, educational method, subsequent treatment, organization of assistance after 16, and finally gives outlines of particular cases.

LOCHHEAD, H. Backward children in school and after school. *Teacher of the Blind*, 22, 1934. pp. 118-123.

This paper tries to suggest measures to alleviate the lot of the backward child in after-life by training him to do some things for himself and others, and thus acquire some life interests.

LÖRTZSCH, O. Blinde, schwachsinnige. *Enzyklopädisches Handbuch der Heilpädagogik*, 1911. pp. 341-354.

In Germany special education for the blind feeble-minded was started in 1888. This article reports on the development of this particular field of education.

———. Ueber die Erziehung und den Unterricht schwachbeanlagter bezw. schwachsinniger Blinden. *Blindenlehrerkongress*, Breslau, 1901. pp. 230-240.

A teacher at the school for the blind feeble-minded in Königswartha, Saxony explains in detail the methods used at this school.

———. Unsere schwachbeanlagten Blinden. *Blindenfreund*, 21, 1901. pp. 10-12.

A teacher of the school for the blind feeble-minded in Königswartha, Saxony explains some of his methods.

MAXFIELD, K. E. The blind child and his reading. New York, American Foundation for the Blind, 1928. pp. 116-153.

In a chapter on the exceptional child is discussed various reasons for inferior learning ability. Among these feeble-mindedness is by far the most common.

MERRY, R. V. Problems in the education of visually handicapped children. Cam-

bridge, Harvard University Press, 1933. pp. 123-132.

Many authorities are quoted to the effect that blind feeble-minded children should be educated in institutions for the feeble-minded. There is no agreement at present as to the provisions which such institutions should make for the blind children they receive. Three methods for special care and training are outlined.

PENNSYLVANIA COMMISSION TO STUDY CONDITIONS RELATING TO THE BLIND. Report. Harrisburg, 1925. pp. 51-53.

Custodial care for the blind feeble-minded is recommended.

The problem of the mentally defective blind. *New Beacon*, 19, 1935. pp. 117-118.

On March 31, 1929, there were 2215 mentally defective blind persons in England and Wales, of whom 257 were stated to be children between the ages of 5 and 16. Present provisions made for them are outlined.

RAY, J. E. The problem of the backward child. *American Association of Instructors of the Blind*, 1910. pp. 14-17.

One of three contributions to a discussion of the backward blind child at this meeting of the American Association of Instructors of the Blind.

Report of the Conference committee on defective blind children. *Blind*, 2, 1903. pp. 29-36.

This committee was formed at the Conference on Matters Relating to the Blind, Westminster, 1902, to consider what steps should be taken to secure that sufficient provision be made for defective blind children, to issue a report on the subject, and to take steps to carry out any recommendations which they might submit.

School for mentally retarded blind children. *New Beacon*, 15, 1931. p. 214.

Plans and regulations for the Court Grange special school for retarded blind children.

SPURGEON, C. E. Court Grange special school for blind children. *New Beacon*, 16, 1932. pp. 15-16.

A special school for the retarded blind.

The head master of Abbotskerswell, a school for retarded blind children, outlines the aims and purposes of the school and points out what the methods used have accomplished.

A successful educational experiment, Court Grange school to be permanent. *New Beacon*, 17, 1933. p. 75.

Refers to the Court Grange school for retarded blind children.

SUMMERS, M. D. Placement of the sub-normal blind child. *Teachers Forum*, 3, 1930, No. 1. pp. 13-16.

A teacher in a day school class for sub-normal blind children explains her work.

TYNAN, M. I., and others. Adequate provision for the blind feeble-minded; report of the Committee of the Association of Executives of State Commissions and Associations for the Blind. *Outlook for the Blind*, 22, 1928, No. 2. pp. 34-37.

The first point realized by the committee was that nothing of a comprehensive nature entitled to be called adequate provision for the blind feeble-minded is found anywhere in this country or abroad.

WILSON, H. J. The feeble-minded blind. *International Congress on School Hygiene*, London, 1907. v. 2, pp. 810-816.

The writer's opinion is that feeble-minded blind children should be trained by themselves in special schools by specially trained teachers. From the schools they should be drafted direct to homes provided for them. The adults should be confined in homes and given constant exercise and employment and there should be frequent medical inspection.

———. The problem of the "defective" blind and its best solution, with special reference to the report issued by the committee appointed at the last conference. *International Conference on the Blind*, Edinburgh, 1905. pp. 203-240.

This paper is a summary of the report of the committee together with individual opinions of some of those who have had practical experience in dealing with the blind feeble-minded.

ZECH, F. Erziehung und Unterricht der Blinden. Danzig, A. W. Kafemann, 1913. pp. 181-189.

This book, written by the director of a German school for the blind, devotes one chapter to the training of the feeble-minded blind.

———. The training of the mentally retarded blind child. *Teacher of the Blind*, 21, 1932. pp. 55-66.

# HIGHER EDUCATION

BARNARD, T. The higher education of the blind. *Blind*, 2, 1905. pp. 301-307.

The headmaster of Worcester College explains why there should be special provisions for higher education of the blind.

BEST, H. Blindness and the blind in the United States. New York, The Macmillan Co., 1934. pp. 348-352.

One chapter of this book deals with the provisions for higher education of the blind, the question of a national college for the blind and its substitute, scholarships in regular colleges.

BIELSCHOWSKY, A. Die Förderung des akademischen Blindenbildungswesens im Kriege. *Klinische Monatsblätter für Augenheilkunde*, 59, 1917. pp. 115-130.

Higher education as offered to blinded World War soldiers in Germany.

BURRITT, O. H. Further need of professional education for the blind, including scholarships. Reprinted from *Pennsylvania Institution for the Instruction of the Blind*, *Annual report*, 1921. 16p.

This paper includes studies of various professions in which blind people have been successful, of the proportion of blind pupils eligible for professional training, and of the various state laws which make provisions for higher education of the blind.

CARPENTER, H. I. University education for the blind. *American Association of Instructors of the Blind*, 1890. pp. 94-95.

A short statement by a blind university student regarding the facilities for a higher education for the blind.

CUTSFORTH, T. D. Some aspects of higher education for the blind. *Teachers Forum*, 3, 1930, No. 1. pp. 9-11.

Remarks on higher education for the blind based on personal experiences, both as student and as teacher. This writer is opposed to state aid for higher education.

DOW, J. J. Higher education of the blind; national college vs. scholarships. *Outlook for the Blind*, 3, 1909. pp. 17-23.

This argument in favor of a national college is followed by short statements from a number of experts on both sides of the question.

DOYLE, T. S. Higher education, and the future welfare of the indigent blind. *American Association of Instructors of the Blind*, 1888. pp. 23-28.

Suggestions for government aid to be given the blind student in higher educational institutions.

DRIGGS, F. M. The higher education of the blind with reference to the direction of practical effort. *American Association of Instructors of the Blind*, 1910. pp. 29-30.

Aid to the blind university student is advocated in the form of bequests and scholarships.

FRENCH, R. S. The higher education of the blind. *California School for the Blind Quarterly*, 2, 1926, No. 2. pp. 1-4.

A superintendent of a school for the blind gives his views on various phases of the higher education of the blind.

H.R. 18 (Report No. 1318) in the House of Representatives, December 2, 1901. *Problem*, 3, 1902. pp. 47-52.

Refers to the early movement for higher education of the blind, and the beginning of the American Association of Workers for the Blind.

HAMILTON, C. A. The higher education of the blind with reference to the direction of practical effort. *American Association of Instructors of the Blind*, 1910. pp. 25-29.

The writer quotes several correspondents on the subject of higher education of the blind, and recommends that other states follow the example of the state of New York in passing a law allowing for a reader's fee as aid to the blind student.

HEGGIE, J. T. The higher education of the blind: is it worth while? *Teachers Forum*, 1, 1929, No. 7. pp. 5-6.

A discussion of the value of a higher education for the blind from a cultural and a vocational point of view.

Higher education for girls. *Teacher of the Blind*, 9, 1921. pp. 96-98.

ILLINGWORTH, W. H. Higher education of the blind. *International Conference on the Blind*, Edinburgh, 1905. pp. 92-114.

A paper based on answers to questions sent out to a number of prominent educators of the blind, with comments by the speaker.

JOINT COMMITTEE OF THE COLLEGE OF TEACHERS OF THE BLIND AND THE NATIONAL INSTITUTE FOR THE BLIND. The education of the blind; a survey. London, Edward Arnold & Co., 1936. pp. 236-246.

One chapter in this book deals with the selection of blind students for secondary and university training.

LATIMER, H. R. Should blind pupils be encouraged to go to college? *American Association of Instructors of the Blind*, 1926. pp. 284-287.

A discussion of the various points to be considered in deciding whether a certain blind pupil should continue his education.

———, and ALLEN, M. B. The blind in professional and executive work. *Outlook for the Blind*, 28, 1934. pp. 23-33.

A report of the commission appointed to investigate higher education and professional opportunities for the blind for the proposed world congress.

LEMCKE. Ist eine höhere Lehranstalt für Blinde wünschenswert? *Blindenfreund*, 36, 1916. pp. 1-9.

An enumeration of reasons why a special institution for the higher education of the blind should be founded in Germany.

LLOYD, A. Is it advisable to train blind people for professional positions? *Teacher of the Blind*, 23, 1934. pp. 20-30.

A discussion of the chances for employment open to blind persons with professional training.

MARSTON, H. J. R. The mental culture, or higher education of the blind. *Conference on Matters Relating to the Blind*, Westminster, 1902. pp. 14-20.

A blind minister gives his views on the higher education of the blind based mainly on his own experiences.

MINNER, C. B. The question of higher education for the blind. *Pedagogical Seminar and Journal of Genetic Psychology*, 21, 1924. pp. 359-387.

A comprehensive study of higher education for the blind in America, the history of the

movement and its justification, and the provisions for aid to the blind student made in various parts of the country.

MITTELSTEN-SCHIED, D. F. Die Aufbauschule für Blinde. *Blindenlehrerkongress*, Stuttgart, 1924. pp. 146-153.

A presentation of reasons why a higher educational institution for the blind seemed to be most advantageous for German conditions.

MOHR, J. Die Notwendigkeit einer höheren Bildungsanstalt für Blinde. *Blindenlehrerkongress*, Breslau, 1901. pp. 249-261.

A recommendation that a special institution for the higher education of the blind be organized in Germany. Many instances of vocational success among blind persons with academic training are given.

NATIONAL INSTITUTE FOR THE BLIND. Blind university graduates. London, 1935? 31p. (Bulletin No. 9.)

A survey of a number of blind persons who have taken university degrees in England, the subjects they studied, the classes they took, and the after-careers they have followed.

NICHOLSON, J. B. The higher education of the blind. *Blind*, 2, 1904. pp. 185-194.

History of the Worcester College for the Higher Education of the Blind, and the plan of study pursued there.

NOLAN, E. J. Progress of the bill to provide for the higher education of the blind. *Problem*, 2, 1901. pp. 25-37.

Refers to the early movement for higher education of the blind, and the beginning of the American Association of Workers for the Blind.

PALMER, E. B. What shall we do with our college trained blind? *American Association of Workers for the Blind*, 1937. pp. 66-73.

Surveys the vocational opportunities and success of the blind who have been trained for professional work.

PERRY, N. New York's provision for the higher education of the blind. *Outlook for the Blind*, 2, 1908. pp. 47-48.

An explanation of the pioneer New York State law for aid to blind students in higher educational institutions.



PINE, H. W. P. The government and higher education for the blind. *Blind*, 2, 1906. pp. 406-408.

Early efforts at organizing special provisions for the higher education of the blind in England.

Report of Committee on immediate action for higher education. *American Association of Workers for the Blind*, 1907. pp. 128-129. (Also *Outlook for the Blind*, 2, 1908. pp. 50-51.)

Refers to the early movement for higher education of the blind, and the beginning of the American Association of Workers for the Blind.

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SKOTTOWE, P. F. The law relating to the blind. London, Butterworth & Co., 1933. pp. 96-100.

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STREHL, C. Berufsfürsorge für blinde Geistesarbeiter. *Beiträge zum Blindenbildungswesen*, 9, 1938. pp. 94-100.

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———. Der blinde Geistesarbeiter als werteschaftendes Glied der Volksgemein-

schaft. *Beiträge zum Blindenbildungswesen*, 5, 1934. pp. 52-59.

Discusses the value of a higher education for the blind and the success attained by the blind in professional positions in Germany.

———. Higher education of the blind and their chances in the professions. *World Conference on Work for the Blind*, New York, 1931. pp. 72-88.

A survey of the provisions made in various countries in regard to higher education of the blind, and the chances open to blind graduates for positions commensurate with their education.

———. Die höhere Beschulung Blinder und Sehschwacher. *Beiträge zum Blindenbildungswesen*, 4, 1933. pp. 35-39.

Higher education for the blind in Germany, with special reference to the Blindenstudienanstalt, Marburg-Lahn.

VILLEY, P. Intellectual work among the blind; translated from *Revue des Deux Mondes*, 79, 1909. pp. 420-443. *Smithsonian Institution, Annual report*, 1909. pp. 683-702.

The writer, from his own experiences as a blind student, tells of his methods of obtaining academic degrees and collecting material for scientific publications.

WAIT, W. B. A college for the blind. *American Association of Instructors of the Blind*, 1886. pp. 64-68.

This paper gives reasons why there should be a college for the blind, and reports on the work of a committee of superintendents of schools for the blind to arrange for the establishment of such a college.

WAMPLER, I. S. What efforts should be made on the part of the state or schools, singly or co-operatively, toward securing scholarships for our graduates in special and professional schools? *American Association of Instructors of the Blind*, 1920. pp. 41-46.

WESTPHAL, B. Die höhere Handelsschulabteilung der Blindenstudienanstalt in Marburg-Lahn. *Beiträge zum Blindenbildungswesen*, 3, 1932. pp. 2-8.

Advanced commercial training at the Blindenstudienanstalt, Marburg-Lahn.

# PUBLIC SCHOOL CLASSES FOR THE BLIND

ADAMS, A. C. The education of the blind child with the seeing child in the public schools. *National Education Association, Journal of Proceedings and Addresses*, 1908. pp. 1137-1142.

A recommendation of the system of educating blind children in public schools.

BARNHILL, A. A new era in the education of blind children; or Teaching the blind in ordinary schools. Glasgow, Charles Glass & Co., 1875. 80p.

The theory that the blind child should be educated with the seeing had its advocate in Scotland as long ago as 1875.

BINGHAM, G. E. The education of the young blind in institutions versus in schools with the seeing—the advantages and disadvantages of each. *American Association of Instructors of the Blind*, 1910. pp. 39-40. (Also *Outlook for the Blind*, 4, 1911. pp. 183-184)

The supervisor of classes for the blind in the New York Public Schools states her reasons for advocating the day school system for blind children.

———. How can the education of the blind in our institutions and our public schools be co-ordinated to the greatest advantage of the pupils? *American Association of Workers for the Blind*, 1911. pp. 95-96.

Suggestions for cooperation between institution and day school.

BLEDSE, J. F. How can the education of the blind in our special schools and in the public schools be co-ordinated for the greatest advantage of the pupils? *American Association of Workers for the Blind*, 1911. pp. 94-95.

A contribution to the discussion of day school classes for the blind from the residential school point of view.

BRUNER, F. G. The blind in schools with the seeing. *National Education Association, Journal of Proceedings and Addresses*, 1910. pp. 1044-1050.

A presentation of certain features of the day school classes for the blind, mainly as they are conducted in Chicago.

BURRITT, O. H. Education of the blind in schools with the seeing. *Outlook for the Blind*, 4, 1911. pp. 173-174.

An appreciation of the day school classes for blind children by the superintendent of one of the larger residential schools for the blind.

CHICAGO BOARD OF EDUCATION. Classes for the blind. *Report on Special Schools*, 1922-23. pp. 93-101.

The history and organization of classes for the blind in Chicago public schools.

CLARK, K. Making normal contacts available for school children. *Teachers Forum*, 8, 1935. pp. 31-32, 40.

Describes an attempt to establish an understanding of day school work with blind children among students in a teacher training course.

COVILLE, M. G. Blind pupils in public schools. *Teachers Forum*, 8, 1936. pp. 69-70, 76.

A discussion of the practice prevalent in many residential schools for the blind of transferring to the public schools certain pupils, frequently those who have finished the second year of high school.

CURTIS, J. B. Education of the blind in the Chicago public schools. *Outlook for the Blind*, 1, 1907. pp. 35-37.

A short history of the organization of day school classes for the blind in the Chicago public schools.

———. Education of the blind in the Chicago public schools. *American Association of Workers for the Blind*, 1907. pp. 126-127.

A short report on the first years of day schools for blind children in Chicago.

———. Instruction of blind children in schools for the seeing. *American Association of Instructors of the Blind*, 1910. pp. 37-38. (Also *Outlook for the Blind*, 4, 1911. pp. 181-182.)

A short statement on the advantages of educating blind children in the public schools among seeing children.

———. Instruction of the blind in the Chicago public schools. *Educational Bi-Monthly*, 5, 1910. pp. 117-120.

An explanation of the aims and purposes of the day school class for the blind, and of the methods of instruction used in such classes.

———. Some features of the education of the blind in public schools. *National Education Association, Journal of Proceedings and Addresses*, 1912. pp. 1318-1321.

Methods of teaching blind children in the public schools in Chicago.

DETROIT BOARD OF EDUCATION. Education of the handicapped in Detroit public schools. Detroit, 1937. 83p.

Includes a discussion of the classes for the blind in Detroit.

ENTLICHER, F. Die Blindenklasse. *Blindenfreund*, 9, 1889. pp. 21-26.

A definition of the term "class for the blind" and the early history of the day school movement for the blind in Germany.

GÖSCH. Der Blinde in der Volksschule. *Blindenfreund*, 6, 1886. pp. 81-83.

A blind man tells of his own experiences as a pupil in a public school among seeing children.

GREENE, M. C. Should the scope of the public-school system be broadened so as to take in all children capable of education? If so, how should this be done? *National Education Association, Journal of Proceedings and Addresses*, 1903. pp. 998-1003.

An English school official strongly recommends that the public school system be broadened so as to include the blind.

HARVEY, A. G. Education of blind pupils in the public high schools. *Teachers Forum*, 11, 1939. pp. 51-52.

A discussion of the policy prevalent in certain residential schools for the blind of transferring some of their high school pupils to the ordinary high school for seeing pupils.

HETT, P. Das blinde Kind in der Volks-

schule. *Blindenfreund*, 1, 1881. pp. 173-177.

In this early German paper the writer attempts to show that the admittance of the blind child to the regular day school classes is advantageous and sometimes even necessary, without causing extra work and trouble for the teacher in question.

HORN, J. L. The education of exceptional children; a consideration of public school problems and policies in the field of differentiated education. New York, The Century Co., 1924. 343p.

This volume represents an effort to contribute toward the establishing of a theory in one special field—the education of those non-typical children who belong in the public schools.

HOWE, S. G. Address delivered at the ceremony of laying the cornerstone of the New York State Institution for the Blind at Batavia, September 6, 1866. Boston, Walker, Fuller & Co., 1866. 51p.

In this speech Dr. Howe suggests making provisions for a certain class of blind children "among our common schools with common children."

IRWIN, R. B. Classes for the blind. *Annual report to the Board of Education*, Cleveland, Ohio, 1913-14. pp. 42-51.

This report describes the work plan of the Cleveland day school classes for the blind with regard to ordinary school work, manual training and sewing, music, social work of teacher, and hygiene and physical training.

———. Day school classes for the blind. Cleveland Society for the Blind, *The Blind in Cleveland*, 1918. pp. 42-52.

The history and development of the Cleveland plan for day school classes for the blind.

———. Place of the day school in the work of the blind. *American Association of Instructors of the Blind*, 1910. pp. 40-42. (Also *Outlook for the Blind*, 4, 1911. pp. 184-186)

A statement of the aims and purposes of the day school system for blind children, and the place this system should take within existing organized education for the blind.

———. Recent developments in public school work for the blind in Ohio. *Outlook for the Blind*, 11, 1917. pp. 25-30.

Special problems connected with the day school system of educating the blind are discussed, such as the social education of the blind child, summer schools, and vocational training and guidance.

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A discussion of the attitude to the day school classes for the blind in Great Britain from the time this system was first advocated in Scotland in 1875.

KUNZIG, R. W. Public school education of atypical children. Washington, Government Printing Office, 1931. 160p.

The purpose of this study was "primarily to analyze the educational opportunities being offered at present to atypical children by public-school boards in the large cities of the United States and to determine the 'unit costs' of this education."

LESOWITZ, M. The blind student in the high school. *High Points*, 17, 1935, No. 3. pp. 11-15.

A survey of the opportunities offered the blind student at the Evander Childs High School in New York City.

LEVY, C. B. The education of the blind in institutions versus in schools with the seeing. *American Association of Instructors of the Blind*, 1910. pp. 38-39. (Also *Outlook for the Blind*, 4, 1911. pp. 182-183.)

A short paper which pleads mainly for co-operation between institution and day school.

MELDRUM, R. Light on dark paths; a handbook. Edinburgh, John Menzies & Co., 1891. pp. 92-112.

History of the first efforts of teaching blind children in schools for the seeing in Edinburgh and Glasgow, Scotland.

MERRY, R. V. Problems in the education of visually handicapped children. Cambridge, Harvard University Press, 1933. pp. 67-82.

Includes a chapter discussing day school classes for the blind.

MEYER, G. F. Public school classes for children with impaired vision. *American*

*Association of Workers for the Blind*, 1925. pp. 48-62.

General information for the adult worker for the blind regarding day school classes for children with impaired vision. Discusses in particular selection and classification of pupils, methods of instruction, necessary equipment and material, etc.

———. Some advantages offered children in day school classes for the blind in the public schools. *What of the Blind?* 1938. pp. 77-87.

This article contains a brief resumé of the day school plan in operation in Minneapolis, Minnesota.

———. The traditions of our day school classes for the visually handicapped. *Outlook for the Blind*, 18, 1924, no. 3. pp. 55-60.

A survey of the development of day school classes for visually handicapped children in the United States and the variations found in different city plans.

MITCHELL, D. Schools and classes for exceptional children. Cleveland, *The Survey Committee of the Cleveland Foundation*, 1916. 122p.

A volume surveying provisions for exceptional children in the public schools of Cleveland, with an outline of the "Cleveland plan" for day school classes for blind children.

NATIONAL EDUCATION ASSOCIATION. COMMISSION ON THE REVISION OF ELEMENTARY EDUCATION. Education of the mental defective, the blind, the deaf and the crippled in the public schools; a report. 1922. pp. 56-63.

Includes a survey of the day school educational system for the blind as found in various centers.

NEW YORK. SPECIAL COMMITTEE TO BOARD OF SUPERINTENDENTS. Co-education of the blind and seeing in the public schools of New York City; transcript from the minutes of the Board of Superintendents as of May 14, 1908. *Outlook for the Blind*, 2, 1908. pp. 67-69.

Report of the Committee with the resolution offered for the establishment of day school classes for the blind in New York City.

NEWARK. BOARD OF EDUCATION. Special schools; Binet schools and classes, classes



for the blind of the public schools of Newark, New Jersey. 1921. pp. 43-56.

The history and the organization of work in the day school classes for the blind in Newark, N. J.

NICATI. Instruction publique de l'aveugle. *Revue Pédagogique*, 4, 1884, No. 1. pp. 40-49.

A survey of efforts made in various parts of Europe of teaching blind children in schools for the seeing.

OLIPHANT, G. F. The education of the young blind in institutions versus in schools with the seeing—the advantages and disadvantages of each. *American Association of Instructors of the Blind*, 1910. pp. 31-37. (Also *Outlook for the Blind*, 4, 1911. pp. 175-181.)

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PATERSON, J. G. Education of the blind child in public day schools. *Outlook for the Blind*, 15, 1921. pp. 70-76.

A review of the history of the day school method of training blind children, and an outline of the plan of operation of these classes.

———. Elements of strength and weakness in educating blind children in schools for the seeing and in schools for the blind. *Outlook for the Blind*, 7, 1914. pp. 117-122.

A paper given by a supervisor of blind children in public schools, who is a former teacher in a residential school for the blind.

PEARSE, C. G. Public school classes for the blind. *American Association of Instructors of the Blind*, 1912. pp. 53-66.

A survey of the education of the blind and the deaf with special reference to day school classes, by a city superintendent of general schools.

PECK, O. S. Educational placement of visually handicapped children. *What of the Blind?* 1938. pp. 63-76.

Discusses the considerations which should be taken into account in deciding whether a visually handicapped child belongs in a sight-saving or in a braille class.

PORTERFIELD, J. Why there should be both residential and day schools for the blind. *Teachers Forum*, 5, 1932. pp. 39-40.

A consideration of the relative merits of the two systems of education of the blind, the day school class and the residential school.

POTTS, P. C. The education of blind children in regular public school classes. *American Association of Instructors of the Blind*, 1938. pp. 150-152.

Discusses the policy of placing the blind child in a public school class after a few years in a residential school for the blind.

RICH, F. M. Blind children in public schools. *Outlook for the Blind*, 20, 1927, No. 4. pp. 27-28.

Day school classes for the blind in Paterson, N. J.

ROMAKER, C. C. A study of schools and classes under the control of boards of education which are for the education of blind and partially sighted children in the United States. Masters thesis, Ohio State University, 1930. (Typewritten)

Information concerning the organization and administration of classes for blind and partially sighted children in the United States. Data were secured from 39 cities and 59 classes in those cities.

SCHOTTKE. Das blinde Kind in der Volksschule. *Blindenlehrerkongress*, Köln, 1888. pp. 35-44.

A discussion of the importance and the prevalence of day school classes for the blind in Germany and elsewhere at the time.

VILLEY, P. La pédagogie des aveugles. Paris, Félix Alcan, 1922. pp. 94-117.

One chapter in this book on the principles of education of the blind is devoted to a discussion of day school classes for the blind as compared to residential schools.

# SCOUTS AND SCOUTING

BECKER, V. A. Scouting at the Arizona School. *Outlook for the Blind*, 28, 1934. p. 193.

Tells of a boy scout troop at the Arizona School for the Deaf and Blind.

Blind boy scouts. *Beacon*, 6, 1922, No. 71. p. 10.

A short notice about a blind boy scout troop from the Royal Normal College for the Blind.

Blind boy scouts. *Beacon*, 9, 1925, No. 106. pp. 14-15.

A report of a boy scout troop, of which most of the members are blind and none have normal sight. This short article tells how the special problems which lack of sight entails are met with by this troop and eight other similar troops in the British Isles.

BURLINGHAM, G. S. The girl scout movement in schools for the blind. *Teachers Forum*, 7, 1934. pp. 29-31.

A study of the number of girl scout troops in schools for the blind, the requirements and possibilities for forming such groups, and the assistance available from various sources.

DODSON, E. The value of girl scout work to blind girls. *American Association of Instructors of the Blind*, 1934. pp. 116-125.

A study of girl scout troops and Brownie packs organized in schools for the blind and in connection with other organizations for the blind in the United States. At the time of writing there were 18 troops and 2 Brownie packs in existence.

GRIFFIN, H. C. Boy scout troop No. 22 at the North Carolina School for the Blind. *Teachers Forum*, 5, 1932. pp. 13-14.

The history of the first Boy Scout troop at the North Carolina school.

———. The value of boy scout work to blind boys. *American Association of Instructors of the Blind*, 1934. pp. 112-116.

A warm argument for the organization of boy scout troops in schools for the blind. There are many quotations and references to prominent individuals.

LOCHHEAD, H. M. Scouting; what does it mean to blind boys? Is it worth while in

blind schools? *Teacher of the Blind*, 25, 1937. pp. 163-168.

A scoutmaster reports of his work with blind boy scout troops.

MCGUIRE, MRS. S. Girl scouting for the blind. *American Association of Workers for the Blind*, 1933. pp. 56-61.

The chairman of a Girl Scout regional committee tells what the Girl Scouts of America are doing to make a place for blind girls within their organization.

MARSH, MRS. C. A blind girl scout at Camp Andree. *Teachers Forum*, 9, 1937. p. 91.

Tells of the achievements in arts and crafts made by one blind girl scout among seeing comrades.

MAXFIELD, K. E. Girl scouting for blind girls; distributed by the Program Division, Girl Scouts, Inc. 12p. (Mimeographed)

A study of the difficulties and problems of organizing a troop of blind girl scouts or including blind girls in an already existing troop. Much will depend on the leader of the troop.

MURRAY, W. A. Handicapped boys can camp. *Arrow*, 15, 1935, No. 6. pp. 1-2.

A few general remarks on how the various sections of the Special Tests Branch of the English Boy Scouts Association have attempted to solve the difficulties connected with the fact that all the members are physically handicapped.

PALMER, E. L. Girl scouting in institutions for the blind. *Teachers Forum*, 11, 1939. pp. 94, 98.

Some general remarks on scouting activities possible for blind girls.

PATERSON, R. W. Blind scouts. *Teacher of the Blind*, 23, 1935. pp. 120-121.

Tells of a blind boy scout troop in England.

PEIRSON-WEBBER, F. P. Scouting as an aid for the blind to healthy independence and good citizenship. *International Conference on the Blind*, London, 1914. pp. 327-332.

A recommendation that scouting be introduced into all schools for the blind, and a survey of the work already done in this direction.

RINGMAN, B. Girl scouting and the physically handicapped. *Journal of Exceptional Children*, 4, 1938. pp. 73-79, 92-93.

A comparison of the English and the American system of including handicapped girls in the Girl Scout organization.

ROBINSON, J. Scouting and guiding for the blind in England. *Teachers Forum*, 4, 1932. pp. 84, 93.

Scouting with a blind troop. *Teacher of the Blind*, 14, 1925. pp. 22-27.

A leader of a Boy Scout troop of blind boys writes about the activities of his troop, giving special emphasis to the points where methods had to diverge from ordinary practice.

SMITH, M. T. Girl Reserve groups at the Washington State School for the Blind. *Teachers Forum*, 5, 1932. pp. 16-17.

The history of a Girl Reserve group organized at the school. The group proved so much of a success that the organization had to be expanded into a Senior and a Junior group.

SPURGEON. Scouting for the blind. *Teacher of the Blind*, 18, 1930. pp. 56-63.

A survey of the growth and development of scouting for the blind in England.

STEVENS, H. W. Girl scouting for the girl of physical limitations. *Girl Scout Leader*, 8, 1931. pp. 109-110, 115-116.

A study of girl scouting among the physically handicapped and of the possibilities of its development. A list of 9 blind girl scout troops are included in the survey.

———. Girl scouting spells "opportunity" to many blind girls. . . . *And There Was Light*, 2, 1933, No. 8. pp. 10-16.

An official of the National Girl Scout organization discusses the first attempts made at including blind girls in the Girl Scout movement. Eighteen schools for the blind are listed as having girl scout troops or Brownie packs at the time the article was written.

TOMLINSON, B. E. Following the girl scout trail in schools for the blind. *Teachers Forum*, 4, 1932. pp. 51-53.

Survey of activities conducted by girl scout troops in ten American schools for the blind.

WEST, J. E. The boy scout program and its contribution to the blind. *Teachers Forum*, 5, 1932. p. 22-23.

The Chief Executive of the Boy Scouts of America explains why he thinks the Boy Scout movement has much to offer to handicapped boys in general and blind boys in particular.

WYLAND, R. O. Scouting for all boys. . . . *And There Was Light*, 3, 1934, No. 11. pp. 3-8.

An illustrated article by an official of the Boy Scouts of America about the opportunities offered to blind boys in joining his organization.

## SOCIAL TRAINING

ALLEN, M. B. The social adjustment of the newly blinded. *American Association of Workers for the Blind*, 1927. pp. 29-34.

Discusses the duties of the social worker toward the newly blinded adult. Individual attention should be given each case, various helpful mechanical aids as well as recreational opportunities should be pointed out, a development of the kinesthetic sense and habits that promote independence should be encouraged.

BRONNE, J. Le problème de la protection

sociale des aveugles. Paris, Griffon, 1927. 164p.

A French work on the social adjustment required of the blind.

CAMPBELL, S. E. Training in the requirements of social life at home and in society; and the best methods of securing it. International Conference on the Blind, Exeter, 1911. pp. 281-314. (Also *Outlook for the Blind*, 6, 1912, No. 2)

This paper is still the most comprehensive treatise on this subject.

CAUFFMAN, J. G. A socialization program at the Michigan School for the Blind. *Teachers Forum*, 11, 1938. pp. 31-32.

After a survey of individual needs was made by teachers and physicians, a combined program of physical training and social activities was arranged, based as much as possible on the initiative of the pupils themselves.

CHAPPLE, B. P. The proper social training of pupils in the schools for the blind. *American Association of Instructors of the Blind*, 1924. pp. 121-124.

Suggests the formation of a set of rules of conduct, adapted for each class to the age and understanding of the pupils.

CONNELLY, A. Are blind people with normal intelligence doing all they can to make themselves socially acceptable among seeing people? *American Association of Workers for the Blind*, 1927. pp. 8-13.

Discusses the attitude of the public, the responsibility of the blind for misleading impressions, reasons for failure, and what the blind are doing and should do for themselves.

DEMING, H. B. The social problem of the boy graduate of a school for the blind. *American Association of Workers for the Blind*, 1927. pp. 21-24.

Discusses the attitude of the public, the limited field of activity, the importance of social adjustment, and useful social attributes.

DOW, J. J. The idiosyncracies of the blind. *American Association of Instructors of the Blind*, 1886. pp. 85-93.

Deals with "peculiarities, mental and physical, which frequently accompany the state of blindness". The paper is followed by a discussion in which many teachers and superintendents of schools for the blind took part.

GLOVER, D. W. How can residential schools for young blind be more helpful in preparing their pupils for life. *American Association of Workers for the Blind*, 1925. pp. 70-74.

A plea for social training in the residential schools for the blind along with scholastic education.

———. How the residential schools can prepare their pupils for participation in the social life of the seeing world. *American Association of Workers for the Blind*, 1927. pp. 35-39.

Points out the importance of teaching the blind student to participate in the activities of the seeing, to follow the accepted rules of etiquette, keep abreast of current events, etc.

GRUBER, K. F. Social training a by-product of education. *Teachers Forum*, 1, 1929, No. 7. pp. 6-9.

Speaks for the indirect teaching of social training through the avenues of literature, self-analysis, utilization of local events, presentation of strangers, extra-curricular activities, athletics and actual experience of various kinds.

HANFORD, B. Social adjustment of girl graduates of schools. *American Association of Workers for the Blind*, 1927. pp. 24-28.

A worker with the adult blind considers the difficulties met with by the young blind girl graduate, and the responsibility of the agency for the blind to help her to adjust to life in a seeing world.

HICKS, G. Are residential schools doing all they can to teach table etiquette to blind pupils? *Outlook for the Blind*, 22, 1928, No. 3. pp. 18-20.

Suggests various ways which may bring about improvement in table manners, such as supervision by teachers, special seating at table, mingling with seeing friends, etc.

———. Means of providing contacts in a professional school. *American Association of Instructors of the Blind*, 1938. pp. 44-46.

Social training in a residential school for the blind brought about through contacts with outside groups of seeing young people.

HOOVER, J. T. Placing the young graduate in society and industry. *American Association of Workers for the Blind*, 1929. pp. 120-129.

A superintendent of a school for the blind discusses means in which the school can make the blind student more acceptable to his future employer.

HOSMER, E. S. Dress and deportment; their



relation to the success of the blind. *Mentor*, 1, 1891. pp. 52-56.

An early plea for good personal appearance and pleasing manners among the blind.

The importance of improving the deportment of the blind in our schools. *Mentor*, 4, 1894. pp. 59-63.

This is a translation of a prize essay on the subject taken from *Le Valentin Haüy*.

MEYER, G. F. Social adjustment of the blind. *American Association of Workers for the Blind*, 1927. pp. 13-20.

Discusses the importance of social adjustment, phases of social adjustment, social adjustment in the family, economic phase of social adjustment, everyday social adjustment, social adjustment in recreation, and other aspects and obstacles to proper adjustment.

OBERLY, L. E. Social activities of students in the Western Pennsylvania School for the Blind. *Teachers Forum*, 6, 1933. pp. 30-33.

Among the activities described are the following: Programs, contests, hygiene courses, formation of orchestras and glee clubs, teas and other parties, work in literary societies, athletic associations and scouting troops.

POST, D. O. Personality development through a social program at the Virginia School for the Blind. *Teachers Forum*, 12, 1940. pp. 48-51, 52.

SAWATZKI, A. Erziehung zu guter Lebensform. *Blindenfreund*, 51, 1931. pp. 228-234.

Points out that it is as necessary to make the blind socially independent as it is to train them for economic freedom.

———. Wegweiser fürs Leben; das Buch über gepflegte äussere Umgangsform für Blinde und ihre Familien. Berlin, Reichsdeutscher Blindenverband, 1934. 254p.

A book of advice on conventional behavior, compiled especially for the blind and their families.

Social education of blind and sight-saving class pupils attending the public schools of Cleveland, Ohio. *Outlook for the Blind*, 15, 1921. pp. 126-129.

This is the report of the Committee on Social Education composed of eight members

who met once a month for one winter to consider what might be done for the social training of braille and sight-saving class pupils in the Cleveland Public Schools.

STEWART, MRS. O. W. The development of proper attitudes on the part of students in schools for the blind. *American Association of Instructors of the Blind*, 1938. pp. 46-48.

Gives principles and ideas underlying the training in social attitudes in the Oklahoma School for the Blind.

STOWE, F. E. How can our schools contribute more towards the success of our pupils through improvement in their personal appearance, manners, and deportment? *American Association of Workers for the Blind*, 1911. pp. 77-79.

This paper is written by a matron in a school for the blind.

TOTMAN, H. E. The social handicaps of blindness—reducing them to the irreducible. *American Association of Workers for the Blind*, 1929. pp. 129-139.

This paper discusses what the teacher of the blind and the social worker can do to help the blind to overcome the handicap of blindness.

TURNER, M. A. How can our schools contribute more toward the success of our pupils through improvement in their personal appearance, manners, and deportment? *American Association of Workers for the Blind*, 1911. pp. 79-83.

This paper was followed by a discussion in which many teachers and workers for the blind took part.

VILLEY, P. La pédagogie des aveugles. Paris, Félix Alcan, 1922. pp. 209-235.

Chapter 10 of this book deals with the social and moral training of the blind.

———. The world of the blind. New York, The Macmillan Co., 1930. pp. 357-395.

The fifth part of this book deals with "the psychology of the blind in society."

WILSON, E. A. Discipline and the social program in residential schools. *American Association of Instructors of the Blind*, 1930. pp. 551-555.

Attempts at solving the discipline problem through extra-curricular activities, such as scouting, play acting, games, literary and musical clubs, etc.—all activities tending to keep the student busy and interested.

WOOLSTON, R. W. The social education of blind children, how can we train them to take their normal places in their home

communities? *American Association of Instructors of the Blind*, 1920. pp. 69-72.

A superintendent of a school for the blind gives an outline of the social training which is a necessity for each blind child. Such training must be begun in the home at an early age and must be carried on at school largely through physical exercises and other extra-curricular activities.

## TEACHERS OF THE BLIND

ALLEN, E. E. The preparation of teachers of the blind. *American Association of Instructors of the Blind*, 1922. pp. 50-58. (Also *Outlook for the Blind*, 16, 1922, pp. 15-21; and *Beacon*, 6, 1922, No. 69, pp. 1-6; and *Blindenfreund*, 42, 1922, pp. 145-150, 168-17, 181-185)

Points out the need for an adequate training of teachers of the blind, mentions what is done in other countries, and the efforts made in America up to this time.

———. Progress in the movement for the special preparation of teachers of the blind. *Outlook for the Blind*, 19, 1926, No. 4. pp. 31-33.

Surveys the situation in some states as regards special requirements for teachers of the blind, mentions some of the available summer courses for the training of such teachers and reports on the establishment of the Perkins Course of Special Methods.

———. The so-called Harvard course on the education of the blind. *American Association of Instructors of the Blind*, 1924. pp. 169-174.

Reports on lectures and other opportunities for training included in the Harvard course, conducted by Harvard University and Perkins Institution.

———. The training of teachers as conducted at Perkins. *American Association of Instructors of the Blind*, 1928. pp. 518-520.

BIELICKE, H. Zur Frage der Ausbildung der Blindenlehrer. *Blindenfreund*, 52, 1932. pp. 165-172.

A discussion of the general academic education which should be required of the teacher of the blind.

CARMELITA, SISTER M. The ideal teacher for the blind and his training. *National Catholic Educational Association, Proceedings and Addresses*, 1931. pp. 697-702.

DONNELLY, R. L. "N1"—a course in special education. *Outlook for the Blind*, 24, 1930, No. 3. pp. 17-22.

Describes the Harvard Course on special education of the blind.

HICKS, M. E. Special qualification and training necessary for teachers of the blind. *American Association of Instructors of the Blind*, 1916. pp. 16-20.

A strong recommendation of a special training course for teachers of blind children.

HILL, ST. C. Teachers of the blind; their training, qualifications, and reasonable prospects of employment. *International Conference on the Blind*, Exeter, 1911. pp. 93-104.

Discusses the situation in England at the time.

JOHNSON, J. E. The primary teacher. *Outlook for the Blind*, 22, 1928, No. 3. pp. 49-51.

Responsibilities and opportunities which should be mastered by the primary teacher in a school for the blind.

JOINT COMMITTEE OF THE COLLEGE OF TEACHERS OF THE BLIND AND THE NATIONAL INSTITUTE FOR THE BLIND. The

education of the blind; a survey. London, Edward Arnold & Co., 1936. pp. 14-18.

Chapter 2, "The recruitment and training of teachers".

LANGWORTHY, J. L. Recollections of Mr. Wampler's courses for teachers. *Teachers Forum*, 10, 1938. pp. 69-70.

Tells of the summer courses for teachers of the blind held at George Peabody College for Teachers, Nashville, Tennessee.

———. The training of teachers. *American Association of Instructors of the Blind*, 1928. pp. 520-525.

Reports on the Special Methods course conducted at Perkins Institution for teachers of blind children.

MARTENS, E. H. Opportunities for the preparation of teachers of exceptional children. Washington, D. C., Government Printing Office, 1932. 42p. (Office of Education, Bulletin No. 21.)

———. Preparing to teach exceptional children. *School Life*, 22, 1937. pp. 263-264.

The New York Institute for the Education of the Blind and its program for training of teachers. *Teachers Forum*, 7, 1935. pp. 91-93.

PALMER, F. E. The ideal teacher from the standpoint of the superintendent. *American Association of Instructors of the Blind*, 1926. pp. 318-323.

Considers the personal characteristics which should be found in the "ideal teacher".

PEISER, A. Der gegenwärtige Stand der Blindenlehrerbildung. *Blindenfreund*, 51, 1931. pp. 73-79.

A detailed report on the preparation for the special examination for government employed teachers of the blind in Germany.

———. Training of teachers of the blind in Germany. *Outlook for the Blind*, 23, 1930, No. 4. pp. 14-16.

A short report on the German system of training and examining teachers of the blind.

POTTS, P. C. The certification of teachers in schools for the blind. *American Association of Instructors of the Blind*, 1934. pp. 207-211.

Suggestions for a three-fold (academic, vocational and music) certification scheme for teachers of the blind.

———. Summer courses for teachers of the blind. *Teachers Forum*, 8, 1935. pp. 15-17.

Reports on the summer school for teachers of the blind conducted at the George Peabody College for Teachers in the Summer, 1935.

ROMAGNOLI, A. The training of teachers of the blind. *World Conference on Work for the Blind*, New York, 1931. pp. 93-103.

A report on the establishment and the function of the Italian training school for teachers for the blind in Rome.

SMOLL, P. A. A report on the question of minimum special training requirements for teachers in schools for the blind. *American Association of Instructors of the Blind*, 1936. pp. 141-144.

This report is based on replies to a questionnaire answered by the superintendents of most of the residential schools for the blind in the United States.

WAMPLER, I. S. The importance of making educational contacts on the part of our teachers and how to make them. *American Association of Instructors of the Blind*, 1928. pp. 429-432.

———. Training teachers for service. *American Association of Instructors of the Blind*, 1924. pp. 221-227.

A brief history of the summer school classes arranged for teachers of the blind at the George Peabody College for Teachers.

WHINERY, S. M. Report of the Committee on teacher certification. *American Association of Instructors of the Blind*, 1938. pp. 48-50. (Also *Teachers Forum*, 11, 1938. pp. 33-34)

Outlines the committee's plans for a three-fold certificate, and the requirements the applicant must meet in order to obtain one of these certificates.

ZECH, F. Erziehung und Unterricht der Blinden. Danzig, A. W. Kafemann, 1913. pp. 94-102.

Considers the personal qualifications and the technical training which should be required in a satisfactory teacher of blind children.

PSYCHOLOGY OF  
BLINDNESS





## GENERAL AND HISTORICAL WORKS

BÜRKLEN, K. *Blindenpsychologie*. Leipzig, Johann Ambrosius Barth, 1924. 334p.

A comprehensive survey of German literature on various phases of the psychology of blindness, together with reports on the author's own investigations, especially on the touch of the blind.

CUTSFORTH, T. D. *The blind in school and society; a psychological study*. New York, D. Appleton and Co., 1933. 263p.

Discusses the preschool blind child; verbalism; phantasy life of the blind; voice and speech; problems in their emotional life; their sex behavior and aesthetic life; personality problems in institutions for the blind; and social adjustment in a college community.

DIDEROT, D. *Lettre sur les aveugles, a l'usage de ceux qui voyent*. London, 1749. 150p.

The first edition of this famous work, in which the author discusses the theory of vision, and questions how far a modification of the senses would involve "a modification of the ordinary notions acquired by men who are normally endowed in their capacity for sensation".

HAYES, S. P. *Problems in the psychology of blindness. Outlook for the Blind*, 27, 1933. pp. 209-216.

A popular presentation of some current opinions concerning the blind confronting them with results of psychological research.

———. *The psychology of blindness. What of the Blind?* 1938. pp. 88-101.

A general report on the present scientific status of research into some fundamental problems of the psychology of blindness.

———. *Sensory compensation, or the vicariate of the senses. Outlook for the Blind*, 28, 1934. pp. 7-12, 36, 67-71.

An extensive treatment of the problem of sensory compensation in the light of psychological research.

HELLER, T. *Studien zur Blindenpsychologie*. Leipzig, Vilhelm Engelmann,

1904. 136p.

One of the leading works on the psychology of blindness. Introduces the distinction between "synthetic" and "analytic" touch.

KARTERUD, H. *Psychology of the blind. World Conference on Work for the Blind*, New York, 1931. pp. 104-110.

A general, popular discussion of psychological effects of blindness.

MAXFIELD, K. E. *Studies relating to blind children. Journal of Exceptional Children*, Jan., 1938 (extra issue). pp. 12-17.

Presents a summary of research studies relating to blind children during the last ten years.

———. *A ten-year review of American investigations pertaining to blind children*. Ann Arbor, Edwards Bros., 1937. 18p.

Bibliography.

MELL, A., ed. *Encyklopädisches Handbuch des Blindenwesens; herausgegeben unter Mitwirkung vieler hervorragender Schul- und Fachmänner*. Wien, A. Pichlers Witwe & Sohn, 1900. 890p.

An exhaustive reference work on the blind and work for the blind for its time of publication (1900). Especially valuable for its historical and biographical material.

PEISER, A. *Untersuchungen zur Psychologie der Blinden. Untersuchungen zur Psychologie, Philosophie und Pädagogik*, 4, 1924. pp. 77-151.

An experimental investigation interpreting the relative importance of the process of perception and the application of the resulting conceptions in the blind and in the seeing.

REID, T. *An inquiry into the human mind, on the principles of common sense*. London, T. Cadell, 1769. 383p.

Chapter 6, Section II, "Sight discovers almost nothing which the blind may not comprehend. The reason of this".

STEINBERG, W. Hauptprobleme der Blindenpsychologie. Marburg-Lahn, Verein der blinden Akademiker Deutschlands, 1927. 72p. (Ergänzungshefte zum *Handbuch der Blindenwohlfahrtspflege*)

In two parts: I, "Sensory-perceptive experiences" dealing with the vicariate of the senses, the space perception of those born blind, and the visual imagery of those blinded in later life; II, "The personality of the blind".

VILLEY, P. L'aveugle dans le monde des voyants; essai de sociologie. Paris, Ernest Flammarion, 1927. 335p.

I, Blindness and its interpretation among the seeing; II, The social situation of the blind in civilized and semi-civilized countries; III, Blindness in literature; IV, Social adaptation of the blind through instruction and work.

———. The world of the blind; a psychological study. New York, The Macmillan Co., 1930. 403p.

I, Intelligence; II, Substitution of the senses and the activity of the blind; III, Substitution of images and the furniture of the mind; IV, Indications with regard to the affective life; V, Psychology of the blind in society.

## SENSORY PERCEPTION OF THE BLIND

### COLORED AUDITION

ANSCHÜTZ, G. Untersuchungen zur Analyse musikalischer Photismen. *Archiv für die gesamte Psychologie*, 51, 1925. pp. 155-218.

This paper is an extensive report on a case of musical color hearing in an organist who was blind from the age of thirteen.

CUTSFORTH, T. D. Synaesthesia in the process of reasoning. *American Journal of Psychology*, 35, 1924. pp. 88-97.

This investigation is a continuation of the work on the synaesthesia of a blind subject commenced by Wheeler in 1920 and carried on jointly since then by Wheeler and Cutsforth.

HAWKES, C. Hitting the dark trail. New York, Henry Holt and Co., 1915. pp. 152-153.

In his discussion of the psychology of blindness, the writer, himself blind, speaks of tone colors as they appear to him.

LANGFELD, H. S. Synesthesia. *Psychological Bulletin*, 26, 1929. pp. 582-585.

A survey of literature in English on synesthesia with special mention of references to colored audition in the blind.

MARINESCO, G., and SAVA, V. Audition colorée. *Bulletin de la Section Scientifique Académie Roumaine*, 12, 1929, pp. 1-4.

A short article dealing with auditory-visual synaesthesia found among inmates of a home for the blind.

PEISER, A. Grundlegende Untersuchungen über das Farbenhören bei Erblindeten. *Blindenfreund*, 50, 1930. pp. 179-181.

A review of *Das Farbenhören bei Erblindeten*, by Voss.

PHILIPPE, J. L'audition colorée des aveugles. *Revue Scientifique*, 1, 1894. pp. 805-809.

One of the early speculations on colored audition of the blind.

PÖTSCH, A. Ueber Farbenvorstellungen Blinder. *Zeitschrift für Psychologie und Physiologie der Sinnesorgane*, 19, 1898. pp. 47-62.

This writer, blind since her 3rd year, discusses the color-ideas of the blind, making a distinction between the ideas of persons born blind and those of someone blinded later in life.

SWIFT, S. C. Book news. *Outlook for the Blind*, 24, 1930, No. 1. pp. 54-58.

A review of *Synaesthesia of a Blind Subject*, by Wheeler and Cutsforth.

Voss, W. Das Farbenhören bei Erblindeten. Hamburg, Psychologisch-Aesthetische Forschungsgesellschaft, 1930. 207p.

"Investigations into the nature and manner of the photisms found in blind synaesthetic persons, with special attention to the problem of form." The most important German study on the subject.

———, Taktil-motorische Elemente in den synoptischen Erscheinungen. *Farbe-Ton-Forschungen*, 3, 1931. pp. 213-229.

A discussion of the influence of tactual motor elements on the formation of synoptic processes.

WELLEK, A. Zur Geschichte und Kritik der Synaesthesie-Forschung. *Archiv für die gesamte Psychologie*, 79, 1931. pp. 325-384.

History and criticism of investigations into the problem of synaesthesia. Some of the references mentioned describe colored hearing in blind persons.

WHEELER, R. H. The synaesthesia of a blind subject. *University of Oregon Publications*, 1, 1920, No. 5. 61p.

The purpose of this paper is to report on a very complicated case of synaesthesia and allied phenomena in the waking consciousness of a blind reagent and to review the literature on the subject of synaesthesia. This paper is the first of a series of articles bearing upon experiments on the same subject. Bibliography.

———, and CUTSFORTH, T. D. The number forms of a blind subject. *American Journal of Psychology*, 32, 1921. pp. 21-25.

Descriptions of synaesthetic number forms accompanied by colors obtained from a blind subject were compared in minute detail with his descriptions of the same forms obtained at a later date.

———, and CUTSFORTH, T. D. The role of synaesthesia in learning. *Journal of Experimental Psychology*, 4, 1921. pp. 448-468.

The purpose of this investigation "was to ascertain the value and functioning of synaesthetic processes in learning and to draw such conclusions as might be possible regarding the nature of synaesthesia itself from a functional point of view". The two subjects of this study were blind.

———, and CUTSFORTH, T. D. Synaesthesia, a form of perception. *Psychological Review*, 29, 1922. pp. 212-220.

This investigation aims to answer two questions: Are the secondary processes in the phenomenon of synaesthesia, the stereotyped visual images, incidental or essential in the mental life of the synaesthetic individual, and what is the behavior of attention between the two associated processes in any given example of synaesthesia.

———, and CUTSFORTH, T. D. Synaesthesia and meaning. *American Journal of Psychology*, 33, 1922. pp. 361-384.

An investigation which aims to describe the functioning of synaesthetic phenomena in a blind subject and to offer as check data the results from similar experimentation upon a second blind subject who is asynaesthetic. The study falls in two parts; an analysis of the process of recognizing, and a study of the development of meaning.

———, and CUTSFORTH, T. D. Synaesthesia in judging and choosing. *Journal of General Psychology*, 1, 1928. pp. 497-519.

An extension of a series of introspective studies of synaesthesia to the realm of the comparative judgment. A simplification of Fernberger's method of the comparative judgment and of Wheeler's investigation of choosing was adopted for the experiments.

———, and CUTSFORTH, T. D. Synaesthesia in the development of the concept. *Journal of Experimental Psychology*, 8, 1925. pp. 149-159.

In this investigation the reports of the blind synaesthetic subject were checked against introspections obtained by Fisher (the process of generalizing abstraction and its product, the general concept). The experimental method employed was essentially Fisher's.

———, and CUTSFORTH, T. D. The synaesthesia of a blind subject with comparative data from an asynaesthetic blind subject. *University of Oregon Publication*, 1, 1922, No. 10. 104p.

This investigation is largely concerned with a description of synaesthetic color associations in certain of the higher intellectual processes.



## HEARING

ADAMS, C. M. The world and the blind man. *Atlantic Monthly*, 134, 1924. pp. 595-602. (Also *Outlook for the Blind*, 18, 1925, No. 4. pp. 36-44)

Includes a discussion of the sense of hearing and the part this sense plays in the reorientation of the blind.

BÜRKLEN, K. *Blindenpsychologie*. Leipzig, Johann Ambrosius Barth, 1924. pp. 17-25.

Includes a review of German literature on the sense of hearing.

GEORGE, W. D. Binaural localization of sound by the blind and the seeing. Master's thesis, University of Southern California, 1934. (Typewritten)

GRIESBACH, H. Vergleichende Untersuchungen über die Sinnesschärfe Blinder und Sehender. *Archiv für die gesamte Physiologie*, 74, 1899, pp. 577-638 & 75, 1899, pp. 365-429.

Includes a report on experiments on the distance at which sounds can be distinguished by the blind and by the seeing. No difference was found between the two groups.

HAYES, S. P. New experimental data on the old problem of sensory compensation. *Teachers Forum*, 6, 1933. pp. 22-26.

"Presents new experimental evidence upon two types of possible compensation—higher sensory acuity in hearing and improved perceptual interpretation of auditory and kinesthetic cues".

———. Where did that sound come from? *Teachers Forum*, 7, 1935. pp. 47-51.

Reports on experiments undertaken to see how well blind students could localize simple sounds near the head, when presented in various positions in a circular horizontal plane with the head at the center of the circle. The results were compared with scores obtained

from a group of seeing girls. The blind seemed to have a generally higher score.

KWALWASSER, J. Are the blind superior to the seeing in hearing? *Étude*, 50, 1932. p. 249.

Refers to experiments conducted by Seashore, in which no significant difference was found between the blind and the seeing in regard to the sense of hearing.

MOGUENDOVITCH, N., & KAEM, J. Le rôle de l'appareil vestibulaire dans l'orientation des aveugles. *Travail Humaine*, 3, 1935, pp. 328-335.

The role of the vestibular apparatus in the orientation of the blind. With electric bells sounding in different directions in the room and the subjects operating a rotating pointer to indicate the direction of the sound, blind subjects had an average error far below that of seeing subjects.

SEASHORE, C. E., and LING, T. L. The comparative sensitiveness of blind and seeing persons. *Psychological Monographs*, 25, 1918. pp. 148-158.

Sixteen blind and fifteen seeing high school students were selected for comparison of the senses of touch and hearing. Specific tests were given for localization of sound and for the discrimination for intensity of sound. There was no appreciable difference between the scores of the blind and of the seeing.

Under the spur of handicaps. *Atlantic Monthly*, 148, 1931. pp. 9-15.

Two articles: "I hear with my eyes", by Earnest Elmo Calkins, and "I see with my ears", by Gordon Lathrop discuss the relative value of sight and hearing. The two authors are deaf and blind, respectively.

VEDITZ, G. W. The relative value of sight and hearing. *American Annals of the Deaf*, 82, 1937. pp. 141-151.

# OBSTACLE SENSE AND ORIENTATION

BALLU, V. L'aveugle peut-il, doit-il se guider seul? Villey & Pérouze, *Études pédagogiques*, 1923. pp. 104-105.

This short article, originally published in 1903, gives some of the views of the time regarding the sense of obstacles of the blind.

BENOIT, M. La vision de l'aveugle. *Mercur de France*, 204, 1928. pp. 556-599.

A psychological-physiological essay on the obstacle sense found in animals and in humans. A survey is given of the well-known literature on the subject.

BÜRKLEN, K. Blinden-Psychologie. Leipzig, Johann Ambrosius Barth, 1924. pp. 45-53.

In the chapter "Der Fernsinn" the author reviews the literature on that problem.

CALKINS, E. E. Sixth sense. *Atlantic Monthly*, 154, 1934. pp. 710-719. (Reprinted in abbreviated form in *Readers Digest*, 26, 1935, No. 157. pp. 6-8)

Mainly a collection of quotations from and references to other writers, dealing with so-called mysterious powers found in blind and deaf persons.

CRAIG, D. N. G. What the blind can see. *New Beacon*, 19, 1935. p. 232-233.

A popular article describing the "sense" or "senses" which enable the blind man to find his way alone.

DOLANSKI, V. Les aveugles possèdent-ils le "sense des obstacles"? *L'Année psychologique*, 31, 1930. pp. 1-50.

After a critical review of the work already done, this writer describes a series of experiments carried out under scientific controls, and presents a new theory of the obstacle sense defining its origin and nature.

———. Do the blind "sense" obstacles? Synopsis of a study in experimental psychology. . . . *And There Was Light*, 1, 1931, No. 1. pp. 8-12. (Also *New Beacon*, 16, 1932. pp. 56-58; and in abbreviated form in *Literary Digest*, 113, 1932, No. 4, p. 28.)

———, and FRANCOIS, M. Contribution à l'étude du "sens des obstacles"; le sens des obstacles est-il d'origine acoustique?

*Comptes rendus des Sciences de la Société de Biologie*, 97, 1927. pp. 471-473.

Notes on preliminary experiments performed by Dolanski in his investigation of the sense of obstacles of the blind.

DRESSLAR, F. B. On the pressure sense of the drum of the ear and "facial-vision". *American Journal of Psychology*, 5, 1893. pp. 344-350.

One of the earliest reports on experiments on "facial vision" of the blind.

ELIAS. Why do blind people walk with their heads thrown back? *Beacon*, 5, 1921, No. 51. p. 7.

Passages quoted from a letter in which is presented the theory "that the habit of walking with their heads held up by blind persons is to be explained by a practically subconscious effort to expose the greater part of the surface of the skin to the action of the affected air."

Facial perception—Discussion. *American Association of Instructors of the Blind*, 1878. pp. 155-159.

A group of teachers and superintendents of schools for the blind tell of having observed so-called facial perception in their students.

FARRELL, G. How the blind see; what is this "sixth sense"? *Forum*, 96, 1936. pp. 81-86.

A popular presentation of the problem of the obstacle sense of the blind by the Director of Perkins Institution.

FISCHER, G. Die Fernwahrnehmungen (sogen. 6. Sinn) der Blinden und Taubblinden. *Zeitschrift für Kinderforschung*, 13, 1908. pp. 272-277.

An evaluation of Kunz' theories on the obstacle sense of the blind. The writer also offers his own opinion on the subject, based, not on experiments, but on observations made during 20 years as a teacher of the blind, and on a perusal of available literature.

FREUDENBERG. Über den Orientierungssinn der Blinden. *Psychische Studien*, 38, 1911. pp. 383-384.

A short review of some of the writings of the time on the sense of orientation of the blind, with special reference to Truschel's work.

FRÖBES, J. Lehrbuch der experimentellen Psychologie. Freiburg, Herder & Co., 1923. pp. 369-370.

A brief review of the literature on the so-called "Fernsinn des Blinden".

HALL, F. H. Thoughts suggested by a study on the mental development of the blind. *Illinois Society for Child Study, Transactions*, 1, 1894. pp. 31-39.

In this article is included a few remarks on the orientation of the blind.

HAUPTVOGEL, R. Das Ferngefühl der Blinden. *Blindenfreund*, 26, 1906. pp. 23-25.

The most sensitive spot of the human body, the ear drum is stimulated when the "atmosphere" surrounding an object touches the "atmosphere" surrounding the person. The writer cannot say whether this "atmosphere" should be called ether, "od", or some other name.

———. Das Ferngefühl der Blinden. Gerhardt, *Materialien zur Blindenpsychologie*, 1917. pp. 188-191.

Each person and each object are surrounded by a special "atmosphere" much lighter than air. When the "atmosphere" of a person touches that of an object the ear drum of the person is stimulated.

———. Das Orientieren der Blinden. Gerhardt, *Materialien zur Blindenpsychologie*, 1917. pp. 182-187.

Personal experiences of a blind man in developing his power of orientation. The sense of obstacles is dependent on the ear. Musicians and piano tuners have this sense developed to an unusual degree.

HAWKES, C. Hitting the dark trail. New York, Henry Holt and Co., 1915. pp. 154-156.

In a chapter on the psychology of blindness, this blind writer tells of his own experiences in regard to the obstacle sense of the blind.

HAYES, S. P. Facial vision, or The sense of obstacles. Watertown, Perkins Institution, 1935. (Perkins Publications, No. 12) 44p. (Abbreviated in *Outlook for the Blind*, 29, 1935, pp. 1-8)

In this pamphlet is brought together most of the results of research into and speculation about the obstacle sense of the blind. The material is arranged chronologically, beginning

with the literature of opinion and the early attempts at research, and proceeding up to the contributions of present days. The last chapter gives a summary and critique.

HELLER, T. Studien zur Blindenpsychologie. Leipzig, Wilhelm Engelmann, 1904. pp. 113-122.

Experiments indicate that neither the tactile nor the auditory components play independent parts in the sensations under investigation. A theory is offered regarding their cooperation in forming the sense of obstacles.

JAMES, W. The principles of psychology. New York, H. Holt & Co., 1910. v. 2. pp. 204-205.

Quotations from Levy.

JAVAL, E. On becoming blind; advice for the use of persons losing their sight. New York, The Macmillan Co., 1905. pp. 152-169.

It is suggested that "obscure radiation" might play some part in the perception of obstacles by the blind. Many quotations, especially from James.

KELLNER, A. W. Vom "Ferngefühl". *Umschau*, 38, 1934. pp. 929-930.

Explains the ability of the blind to find their way about by the special practice and development of the touch organs lying in the skin of the forehead and temples.

KROGIUS, A. Weiteres zur Frage vom sechsten Sinn der Blinden. *Zeitschrift für experimentelle Pädagogik*, 7, 1908. pp. 162-193.

A discussion of Truschel' and Kunz's publications on the sixth sense of the blind, with reports on experiments which reaffirms the writer's theory on temperature sensations.

———. Zur Frage vom sechsten Sinn der Blinden. *Zeitschrift für experimentelle Pädagogik*, 5, 1917. pp. 77-89.

On the basis of his experiments the writer considers the "Fernsinn" mainly a result of temperature sensations.

KUNZ, M. Das "Ferngefühl" als Hautsinn unter Berücksichtigung neuer Versuche. *Internationales Archiv für Schulhygiene*, 6, 1909. pp. 295-314, 469-471.

New contributions to the author's theory explaining the "Ferngefühl" as a result of skin sensibility.

———. Ferngefühl, Fernempfindung oder Fernsensibilität? *Blindenfreund*, 35, 1915. pp. 48-50.

Some remarks on the terminology to be used regarding the subject.

———. Ferngefühl und Orientation. *Blindenfreund*, 33, 1913. pp. 257-260.

Some remarks relating to the difference between "Ferngefühl" and orientation.

———. Nochmals das "Ferngefühl" (Fernempfindung) als Hautsinn. *Zeitschrift für experimentelle Pädagogik*, 9, 1909. pp. 74-149.

A continuation of the controversy with Truschel, Krogius, and others. Editorial remarks by E. Meumann.

———. Nochmals der (von Laien und Dilettanten so genannte) "sechste Sinn" der Blinden. *Zeitschrift für experimentelle Pädagogik*, 7, 1908. pp. 16-67.

A discussion of Krogius's temperature theory with reports on additional experiments confirming the independence of the "Ferngefühl" of sound localization and hearing in general.

———. Das Orientierungsvermögen und das sog. Ferngefühl der Blinden und Taubblinden. *Internationales Archiv für Schulhygiene*, 4, 1907. pp. 80-179, Nachtrag, p. 181-185. (Also in *Geschichte der Blindenanstalt zu Illzach-Mülhausen*, 1907. pp. 284-338).

This study based on extensive experiments puts forth Kunz's explanation of the "Ferngefühl". He denies the existence of a "sixth" sense, and considers an "abnormal sensibility of the skin for pressure and perhaps temperature differences" as the main factor. This brings him in opposition to Truschel, Krogius and others.

———. Das Orientierungsvermögen und das sogen. Ferngefühl der Blinden und Taubblinden (mit Experimenten). *Blindenlehrerkongress*, Hamburg, 1907. pp. 103-118.

This paper reports on Kunz's theory on "Ferngefühl".

———. Weitere Versuche über Orientierungsvermögen, und Ferngefühl der Blinden und Taubblinden. *Internationales Archiv für Schulhygiene*, 5, 1908. pp. 1-8.

Additional experiments confirming the writer's theory of skin sensibility.

———. Zum Ferngefühl als Hautsinn. *Zeitschrift für pädagogische Psychologie*, 12, 1911. pp. 621-634.

A continuation of the polemic on the "Ferngefühl", with further editorial remarks by Meumann.

———. Zum letztenmal über das "Ferngefühl" der Blinden; Randglossen zu den "Nachbemerkungen". *Zeitschrift für pädagogische Psychologie*, 13, 1912. pp. 483-488.

Answer to Meumann's remarks with new comments by Meumann.

LAMARQUE, G. La sensation des obstacles chez les aveugles. *Journal de Psychologie*, 26, 1929. pp. 494-522. (Abbreviated in *New Beacon*, 14, 1930. pp. 120-122)

The manuscript of this article, written about 1910 was discovered and edited for publication by Pierre Villey. Various experiments are described. The method used was to get a discrimination for the object and then to eliminate the influence of one sense department after another in so far as this was possible.

LEVY, W. H. Blindness and the blind; or, A treatise on typhology. London, Chapman and Hall, 1872. pp. 64-68.

Some early observations and speculations regarding the so-called facial perception in the blind.

LIEN, T. L. Echoes. *Outlook for the Blind*, 32, 1938. pp. 83-87.

Based on his own experiences, a blind man concludes that the detection of objects is made possible by sounds.

MACDOUGALL, R. Facial vision: a supplementary report, with criticisms. *American Journal of Psychology*, 15, 1904. pp. 383-390.

"It thus appears that the process in question is not restricted to any one type of sensory stimulation, but may depend in different individuals, upon any one of several such sources, and in ordinary cases probably involves a combination of these."

MESSNER, A. Die Orientierung der Blinden. *Mell, Blindenunterricht*, 1910. pp. 27-38.

This writer concludes that the orientation of the blind is based on sound, air pressure and



touch impressions, with those of sound predominant.

ROMAINS, J. Eyeless sight; translated by C. K. Ogden. London, G. P. Putnam's Sons, 1924. 228p.

A study of extra-retinal vision and the paroptic sense. In Chapter 7, "Extra-retinal vision among the blind", the author contemplates a practical application of his theory.

SWANN, R. W. Facial perception. *American Association of Instructors of the Blind*, 1888. pp. 31-36.

One of the earliest reports on experiments on the facial perception of the blind. The writer's conclusion is that this facial perception must be a kind of "skin-sense".

TITCHENER, E. B. Textbook of psychology. New York, The Macmillan Co., 1910. pp. 331-332.

Comments on a so-called "warning sense" of the blind.

TRUSCHEL, L. Nochmals der "6. Sinn" der Blinden. *Zeitschrift für experimentelle Pädagogik*, 7, 1908. pp. 187-193.

A reply to Kunz's "Nochmals der (von Laien und Dilettanten so genannte) 'sechste Sinn' der Blinden".

———. Das Problem des sogenannten sechsten Sinns der Blinden. *Archiv für die gesamte Psychologie*, 14, 1909. pp. 133-178.

A report and discussion of the present status (1909) of the investigations into the so-called sixth sense of the blind, criticizing the theory of Kunz.

———. Der sechste Sinn der Blinden. *Zeitschrift für experimentelle Pädagogik*, 3, 1906, pp. 109-142, and 4, 1907, pp. 129-155, and 5, 1907, pp. 66-77.

The sixth sense of the blind (called x-sense by this author) is "exclusively based on the stimulation of the organs of hearing by reflected sound waves". This is the report of this writer's original experiments and their interpretation.

———. Zur Frage des sog. "sechsten Sinnes der Blinden". *Zeitschrift für experimentelle Pädagogik*, 10, 1910. pp. 188-197.

Another contribution to the author's controversy with Kunz.

———. Der 12. Blindenlehrerkongress in Hamburg vom 23. bis 27. September 1907, zugleich Stellungnahme zu den neuen Veröffentlichungen über den sog. 6. Sinn der Blinden. *Zeitschrift für experimentelle Pädagogik*, 7, 1908. pp. 93-119.

A declaration of the writer's opinion in regard to new publications on the so-called 6. sense of the blind, especially Kunz's writings on the subject.

VARS, J. How we walk. *Mentor*, 3, 1893. pp. 14-19.

A blind man explains how he senses the presence of obstacles in his path and how he finds his way about.

VILLEY, P. La pédagogie des aveugles. Paris, Félix Alcan, 1922. pp. 84-93.

One chapter of this book deals with the cultivation of the sense of orientation of the blind.

———. La perception des obstacles chez les aveugles de la guerre. *Revue philosophique*, 95, 1923. pp. 98-131.

A questionnaire was sent out to a group of men blinded in the World War. Among the 63 answering the questions, 42 men between the ages of 20 and 40, indicated that they believed to have the power of perceiving obstacles.

———. Psychologie et pédagogie des aveugles. *Revue Philosophique*, 119, 1935. pp. 1-42.

In this article is included a general discussion of the sense of obstacles.

———. The world of the blind; a psychological study. New York, The Macmillan Co., 1930. pp. 101-131.

Chapter 5 deals with the sense of obstacles. Villey considers the auditive element as "the most preponderant". Chapter 6 discusses the "faculty of orientation".

WEST, F. M. How the blind know. *Beacon*, 5, 1921, No. 51. pp. 10-13.

A blind man explains how he and his blind friends can sense obstacles in their paths.

WÖLFFLIN, E. Untersuchungen über den Fernsinn der Blinden. *Zeitschrift für Psychologie und Physiologie der Sinnesorgane*, 43, 1909. pp. 187-198.

A discussion of how to conduct experiments on the so-called sixth sense with a report on the author's own experiments. He concludes that it is highly probable that the "Fernsinn" is located in the nerve fibers of the face.

———. Weitere Untersuchungen über das Wesen des Fernsinns. *Zeitschrift für das Sinnespsychologie*, 50, 1919. pp. 311-318.

Further investigations into the character of the sense of obstacles, with special emphasis on the question whether the density or heaviness of the object will increase the sensation.

ZECH, F. Erziehung und Unterricht der Blinden. Danzig, A. W. Kafemann, 1913. pp. 133-136.

Reviews briefly the theories of the so-called obstacle sense and its application to the education of the blind.

## SEEING AFTER BLINDNESS

ABBOTT, T. K. Sight and touch; an attempt to disprove the received (or Berkeleyan) theory of vision. London, Longman, Green, Longman, Roberts and Green, 1864. pp. 140-162.

In chapter 10, the author proceeds to test the Berkeleyan theory by an examination of cases in which the phenomena of sight are given most pure and independent, in this case persons born blind who have recovered their sight. The general conclusion is that only sight can convey any knowledge of objects or distance.

[An account of a blindness cured by Dr. Grant, and of the patient when he recovered his sight.] *Tatler*, 2, August 16, 1709. Philadelphia, J. J. Woodward, 1831. pp. 122-123.

A young man of twenty experiences great surprise at the first sight of his family and friends.

ALESSI. Un aveugle-né, sourd-muet, guéri de la cécité congéniale. *Annales d'Occulistique*, 47, 1862. pp. 112-118.

A physician reports on a case of a twenty-five-year old man, blind and deaf from birth, who gained his sight through an operation.

AXENFELD, T. Ein Beitrag zur Lehre vom Verlernen des Sehens. *Klinische Monatsblätter für Augenheilkunde*, 38, 1900. pp. 29-47.

Report on a case of temporary amaurosis after blepharospasm.

AYERS, E. A. First sight at the age of forty. *Harper's Magazine*, 121, 1910. pp. 416-424.

A man of forty is given his sight by an operation, and his reactions are reported.

BERKELEY, G. A new theory of vision and other select philosophical writings. New York, E. P. Dutton & Co., 1910. pp. 1-86.

In this famous essay the philosopher comes to the conclusion that "the size and distance and shape of objects" is given us "only by vision in conjunction with our sense of touch". Frequent references are made to the blind and to the Molyneux problem.

BULL, T. The sense denied and lost; edited by B. G. Johns. London, Longmans, Green, Longman, and Roberts, 1859. pp. 19-28.

In this book, a few pages are devoted to a survey of the well known cases of sight gained by operations.

CARRUTH, J. How things in this world look to a blind man, by a blind man who now sees. *Problem*, 4, 1903. pp. 95-99.

The personal account of learning to see by the man operated on by Ramsay, and reported on by Latta.

CHESELDEN, W. An account of some observations made by a young gentleman, who was born blind, or lost his sight so early, that he had no remembrance of ever having seen, and was couch'd between 13 and 14 years of age. *Philosophical Transactions of the Royal Society of London*, 35, 1728. pp. 447-450.

One of the very early publications on the subject, which caused much discussion and further research.

CRITCHETT, G. Operation for congenital cataract on an adult. *Medico-Chirurgical Transactions*, 38, 1855. pp. 51-58.

Description of the reactions to the sense of sight in a girl of twenty-two, successfully operated on for cataracts.

DENNIS, W. Congenital cataract and unlearned behavior. *Journal of Genetic Psychology*, 44, 1934. pp. 340-351.

Reviews the literature dealing with initial responses to visual objects after operations on congenital cataracts. Extensive bibliography.

DIDEROT, D. Letter on the blind for the use of those who see. *Early Philosophical Works*, trans. and ed. by Margaret Jourdain. Chicago, Open Court Pub. Co., 1916. pp. 68-141.

Includes many references to the Molyneux problem.

FISCHER, E. Bericht über ein achtjähriges Kind mit angeborener totaler Katarakt und dessen Verhalten während der ersten drei Wochen nach wiedererlangtem Sehen. *Klinische Monatsblätter für Augenheilkunde*, 26, 1888. pp. 461-481.

A report on an eight year old child who was operated on for a congenital cataract, and whose reactions were observed during the first three weeks after the operation.

FISH, J. F. How it feels to see again after thirty years. *American Magazine*, 110, 1930, No. 5. pp. 38-40, 165-166.

A man who was blind for thirty years tells of his experiences after he regained his sight.

FRANZ, J. C. A. Memoir of the case of a gentleman born blind and successfully operated upon in the 18th year of his age, with physiological observations and experiments. *Philosophical Transactions of the Royal Society of London*, 121, 1841. pp. 59-68.

The great adventure of seeing. *Literary Digest*, 109, 1931, No. 4. pp. 38, 40.

Abstracts of newspaper stories of Earl Mus-selman, who was born blind, but later regained his sight by an operation.

GRZEGORZEWSKA, M. Les aveugles ayant recouvré la vue. *L'Ecole Spéciale*, 4, 1927-28. 4p. (Reprint)

A psychological study of the adjustment necessary for those who, born blind, have had their sight restored by operations.

HELMHOLTZ, H. VON. Handbuch der physiologischen Optik. Hamburg, Leopold Voss, 1910. v.3, pp. 182-190, 485-486.

A survey is made of some of the well known cases of sight gained by operations, and of the research and speculations made in connection with these cases.

HINSHELWOOD, J. Letter-, word- and mind-blindness. London, H. K. Lewis, 1900. pp. 2-3.

In the chapter on visual memory, references are made to cases of sight obtained through operations.

HOME, E. An account of two children born with cataracts in their eyes, to shew their sight was obscured in very different degrees; with experiments to determine the proportional knowledge of objects acquired by them immediately after the cataracts were removed. *Philosophical Transactions of the Royal Society of London*, 97, 1807. pp. 83-92.

A report which aims to supplement the findings of Cheselden and Ware.

LATTA, R. Notes on a case of successful operation for congenital cataract in an adult. *British Journal of Psychology*, 1, 1903. pp. 135-150.

Additional data on the case of the blind man operated on for cataracts by Ramsay.

LEIPNIZ, G. W. Neue Abhandlungen über den menschlichen Verstand. Leipzig, Felix Meiner, 1926. 3. ed. pp. 115-119.

A discussion of the Molyneux problem.

LEPRINCE, A. Éducation de la vision chez un aveugle-né. *Journal de Psychologie Normal et Pathologique*, 12, 1915. pp. 44-48.

Investigations of the case of a boy born blind, and operated on by Moreau, which was later described by Moreau himself.

LOCKE, J. The philosophical works. London, George Bell & Sons, 1901. v.1, pp. 256-257 & v.3, p. 512.

A statement of the Molyneux problem, and including the text of the original Molyneux letter.

LUPFER, E. A. Educator's sight miraculously restored, J. F. Fish sees new world. *Business Educator*, 36, 1930, No. 1. pp. 7, 14.

Mr. Fish lost his sight as an adult, and regained it 30 years later.

MAHAFFY, J. P. Kant's critical philosophy for English readers. Longman, Green & Co., 1872. v. 1, Part II. pp. 85-160.

In his chapter on "Kant's æsthetic and modern sensual school" the author refers frequently to the blind, especially to the Molyneux problem.

MINER, J. B. A case of vision acquired in adult life. *Psychological Review, Monograph Supplement*, 6, 1905, No. 5. pp. 102-118.

Reports on the difficulties in interpreting visual impressions experienced by a young woman of 22, who had been operated on for double cataracts.

MINOR, J. L. Learning to see at forty: first with one eye, and later with both. *New York Medical Journal*, 68, 1898. pp. 666-668.

A physician reports on the sensations of his patient, before and after an operation which gave him sight.

MOREAU. État de la vision d'un aveugle-né, onze ans après sa guérison. *Annales d'Occulistique*, 163, 1926. pp. 683-687.

Report after an interval of eleven years on the sense perceptions of a person born blind and successfully operated on.

MUSSELMAN, E. "Whereas I was blind." *Cosmopolitan Magazine*, 93, 1932, No. 4. pp. 44-45, 146-148.

A man of twenty-two, born blind, whose sight was restored, tells of his life before and after the operation.

PEISER, A. Es gibt keinen Tastraum? *Blindenfreund*, 53, 1933. pp. 2-9.

A review of the book *Raum- und Gestaltauffassung bei operierten Blindgeborenen vor und nach der Operation*, by von Senden.

PETZELT, A. Vom Problem der Blindheit. Erfurt, Kurt Stenger, 1931. 120p.

Chapter 4 of this book deals with "successfully operated blind persons" from a philosophical point of view.

PREYER, W. The development of the intellect, trans. by H. W. Brown. New York, D. Appleton and Co., 1889. pp. 286-317.

Appendix C, "Reports concerning the process of learning to see, on the part of persons born blind, but acquiring sight through surgical treatment"; also some critical remarks.

RAEHLMANN, E. Physiologisch-psychologische Studien über die Entwicklung der Gesichtswahrnehmungen bei Kindern und bei operierten Blindgeborenen. *Zeitschrift für Psychologie*, 2, 1891. pp. 53-96.

Physiological-psychological studies on the development of visual perceptions in children and in persons born blind, who gained their sight after operations.

RAMSAY, A. M. Case of a man blind from congenital cataract who acquired sight after an operation when he was 30 years of age. *Lancet*, 1, 1903. pp. 1364-1366.

This article is reprinted, in abbreviated form in *Scientific American*, June 6, 1903. p. 429.

SAEMISCH, T. Beobachtungen an einem in dem zweiten Lebensjahre am grauen Staar erblindeten und im 11 Lebensjahre glücklich operierten Kinde. *Blindenfreund*, 4, 1884. pp. 7-11.

Observations on a child blinded by cataracts in his second year and successfully operated on in his eleventh year of life.

SCHERER, F. Die Zukunft der Blinden; fünf Vorträge. Regensburg, J. Reitmayr, 1866. pp. 177-182.

Reports on three cases of persons who gained their sight through operations performed by Cheselden, Grant and Wardrop.

SCHWABE, F. Ueber das Sehenlernen eines glücklich operierten starblind geborenen Knaben. *Blindenfreund*, 25, 1905. pp. 25-31.

Reports on a boy who gained his sight after an operation for cataracts.

SENDEN, M. von. Raum- und Gestaltauffassung bei operierten Blindgeborenen vor und nach der Operation. Leipzig, Johann Ambrosius Barth, 1932. 303p.

A study of space perception in persons born blind who have gained their sight through operation. Bibliography.



SEYDEL, F. Ein Beitrag zum Wiedersehenlernen Blindgewordener. *Klinische Monatsblätter für Augenheilkunde*, 40, 1902. pp. 97-113.

Report on a case of temporary amaurosis after blepharospasm.

STEWART, D. Some account of a boy born blind and deaf, collected from authentic sources of information; with a few remarks and comments. *Royal Society of Edinburgh, Transactions*, 1812. 78p. (Reprint).

Some additional data on the Wardrop case.

STRATTON, G. M. The spatial harmony of touch and sight. *Mind*, 24, 1899. pp. 492-505.

Within a discussion of the interconnection of touch and sight, the author refers to the cases of persons who gained their sight after cataract operations.

SULLY, J. Human mind. New York, Appleton & Co., 1892. v.2. pp. 334-335.

Some observations on "space-consciousness" of the blind, gathered from reports of persons who have gained their sight through operations.

UHTHOFF, W. Untersuchungen über das Sehenlernen eines siebenjährigen blindgeborenen und mit Erfolg operierten Knaben. *Beiträge zur Psychologie und Physiologie der Sinnesorgane, Festgruss zum 70. Geburtstag H. von Helmholtz*, 1891. pp. 113-172.

Investigations on the "learning to see" in a seven year old boy, born blind, whose sight was restored by an operation.

———. Weitere Beiträge zum Sehenlernen blindgeborener und später mit Erfolg operierter Menschen, sowie zu dem gelegentlich vorkommenden Verlernen des Sehens bei jüngeren Kindern, nebst psychologischen Bemerkungen bei totaler kongenitaler Amaurose. *Zeitschrift für Psychologie und Physiologie der Sinnesorgane*, 14, 1897. pp. 197-241.

I, Observations on a five year old boy who gained his sight after operations; II, Report on a child, three and a half years of age, who

showed a temporary amaurosis after blepharospasm.

VELTHUSEN, J. P. Aus alter Zeit; von einem sehend gemachten Blinden. *Blindenfreund*, 19, 1899. pp. 99-102.

VOGT, A. Das Sehenlernen Blindgeborener nach spät erfolgter Operation; ein Beitrag zur Psychologie des Sehens. *Schweizerische Medizinische Wochenschrift*, 57, 1927. pp. 753-755.

A psychological study of two boys who gained their sight after successful operations for cataracts.

WARDROP, J. Case of a lady born blind, who received sight at an advanced age by the formation of an artificial pupil. *Philosophical Transactions of the Royal Society of London*, 116, 1826. pp. 529-540.

The writer considers this report of special importance since the blindness of the patient was more complete and the age at which vision was gained was higher than in other reported cases.

WARE, J. Case of a young gentleman, who recovered his sight when seven years of age, after having been deprived of it by cataracts, before he was a year old; with remarks. *Philosophical Transactions of the Royal Society of London*, 91, 1801. pp. 382-396.

This writer disagrees with the findings of Cheselden, in regard to the ability to recognize forms in a patient operated on for cataracts.

WEILL, G., and PFERSDORFF, C. Les fonctions visuelles de l'aveugle né opéré. *Annales Medico-Psychologiques*, 93, Part II, 1935. pp. 367-382.

Report on the first reactions to and functions of the sense of sight in an eleven year old child operated on for congenital cataracts.

ZEUNE, A. Belisar; ueber den Unterricht der Blinden. Berlin, Johann Friedrich Weiss, 1821. pp. 135-147.

A reprint of the original accounts of the Cheselden and Grant cases of operation on congenitally blind persons, is included in this volume.

## SPACE PERCEPTION

BARYCHNIKOV, I. [Cyclographic method of control of spatial orientation of the blind.] *Sovetskaja Psihotekhnika*, 5, 1932. pp. 292-294. (In Russian)

Description of an apparatus used to record photographically the wanderings of blind subjects, who received order to proceed toward the source of an auditory signal and then to return to the point of departure.

BÜRKLEN, K. Raumbestimmung durch den Tastsinn. *Blindenfreund*, 53, 1933. pp. 53-60.

An examination of the structure of space as the foundation of space orientation of the blind.

CABANNES, and BOUTITIE. Le monde extérieur et le concept de l'espace pour les aveugles-nés. *Journal de Médecine de Bordeaux*, 102, 1925. pp. 315-319.

A survey of some of the French literature on space conception of people blind from birth and their ways of forming ideas about the world around them.

CALDWELL, A. J. Space perception and space orientation of blind people. Masters thesis, Louisiana State University, 1929. 16p. (Typewritten)

Report on various studies made with blind people on aural and tactual space perception and on the "obstruction" sense of the blind.

CHORUS, A. Iets over ruimte-opvatting van blindgeborenen. *Nederlandsche Tijdschrift voor Psychologie*, 4, 1936. pp. 17-49.

"Reports on a series of experiments with building blocks in directed and self-determined constructions, and some investigations concerning the conceptions of objects, as pencil, tree, and hole".

CIMATTI, L. Il disegno tecnico nell'educazione preprofessionale dei ciechi. *Rivista Pedagogica*, 26, 1933. pp. 714-734.

In this paper on technical drawing in the pre-vocational education of the blind, some space is given to tactile imagination and space perception of the blind. Some of the literature on the subject is reviewed.

COSTA, A. Una illusione tattilo-muscolare-cinetica che può suggerire ai ciechi la

prospettiva dei veggenti. *Archivio Italiano di Psicologia*, 11, 1933. pp. 77-88.

A report of experiments on blind subjects and on seeing subjects with eyes shut, with the purpose of suggesting the phenomenon of visual perspective to the blind.

———. Prima serie di ricerche sull' apprendimento motore nei ciechi. *Archivio Italiano di Psicologia*, 16, 1938. pp. 95-116.

"Experiments on the ability of two blind boys (one, aged 15, was blinded at 7; the other, aged 13, was born blind) to trace simple geometric designs and verbally describe geometric models indicate that a transfer is possible from tactual to visual spatial experiences".

———. Se le rappresentazioni di tempo possano sostituire, eliminandole, le rappresentazioni di spazio nei ciechi. *Archivio Italiano di Psicologia*, 11, 1933. pp. 137-150.

"On the basis of introspective data and facts of common observation and experience the author declares indefensible the opinion which denies to the blind individual spatial representations, reducing his sensory world to mere successions in time."

DUNAN. L'espace visuel et l'espace tactile; observations sur des aveugles. *Revue Philosophique*, 25, 1888. pp. 355-386.

Reports on observations on the tactual space of the blind.

FISCHER, G. Die Raumvorstellungen der Blinden. *Blindenlehrerkongress*, Hamburg, 1907. pp. 75-101.

This paper discusses the existing literature and the philosophical theories on space perception in general and of the blind in particular. The author adds recommendations for the teaching of the blind on the basis of his own experiences.

FRÖBES, J. Lehrbuch der experimentellen Psychologie. Freiburg, Herder & Co., 1923. v.1, pp. 362-368.

A report of the most important investigations on the space perception of the blind.

GERHARDT, F. VON. Die Raumvorstellung der Blinden. *Psychische Studien*, 47, 1920. pp. 290-295.

Tells how blind pupils may gain a conception of space by handling models of various kinds.

GOLDSTEIN, K., and GELB, A. Über den Einfluss des vollständigen Verlustes des optischen Vorstellungsvermögens auf das taktile Erkennen. *Zeitschrift für Psychologie und Physiologie der Sinnesorgane*, 83, 1920. pp. 1-94.

An extensive investigation of a case of psychological blindness leads the authors to the conclusion that the sense of touch alone is not sufficient for spatial perception and that only a visual space is existent.

HAINES, T. H. The synthetic factor in tactual space perception. *Psychological Review*, 12, 1905. pp. 207-221.

An investigation of the function of the kinesthetic sensations in the organization of tactual space perception. Seven pupils from a school for the blind were used in the experiments.

HALL, E. S. A comparison of the size and space concepts of blind and sighted school children. Masters thesis, University of Oregon, 1938. 63p. (Typewritten)

———. A study of the size and space concepts of blind children compared with those of seeing school children. *Teachers Forum*, 12, 1940. pp. 42-47.

"The purpose of this study is to investigate the effect of greatly impaired vision on the accuracy of size and space concepts by comparing scores made by children in two schools for the blind with those of a comparable group of public school children, using an objective test devised for the purpose."

HÖFFDING, H. Outlines of psychology. London, Macmillan & Co., 1904. pp. 195-205.

In the chapter "The psychology of cognition", several pages are devoted to the space perception of the blind. Platner's writings on the subject are quoted and discussed.

HORBACH, H. Bewegungsempfindungen und ihr Einfluss auf Formenerkenntnis und Orientierung bei Blindgeborenen und Früherblindeten. Halle, Carl Marhold, 1925. 76p.

An experimental study of the intensity and importance of impressions of movement with special regard to the problem of space perception of the blind.

IOTEYKO, J. Les fonctions sensorielles des aveugles. *Revue Scientifique*, 55, 1917. pp. 619-626. (Abbreviated in *Literary Digest*, 56, 1918, No. 11. p. 32)

The first part of this article deals with space perception of the blind. Many references are mentioned to literature on the subject, and several well-known blind persons are given as examples.

JAMES, W. The principles of psychology. New York, Henry Holt & Co., 1918. v.2, pp. 202-211.

"How the blind perceive space."

JUDD, C. H. Psychology, general introduction. New York, Charles Scribner's Sons, 1907. pp. 137-144.

In his chapter on tactual space, this writer makes frequent use of the blind as illustrations for his theories.

LOTZE, H. Metaphysic. Oxford, Clarendon Press, 1887. v.2. pp. 272-273.

A short statement to the effect that the space of the blind may not be so much what is generally meant by space, as an artificial system of conceptions of movement, time and effort.

MELLONE, S. H., and DRUMMOND, M. Elements of psychology. Edinburgh, W. Blackwood & Sons, 1907. pp. 344-346.

Some remarks on the perception of space of the blind. The writer agrees with Mill's statement "that to the blind, time serves instead of space" only with "reference to great distances".

MONAT-GRUNDLAND, S. Gibt es einen Tastraum? *Zeitschrift für Psychologie*, 115, 1930. pp. 209-211 & 116, 1930. pp. 145-211.

An answer to the work of Goldstein and Gelb on space perception of the blind. This study shows the existence of a sense of space which is independent of vision.

MUNN, N. L. Psychological development; an introduction to genetic psychology. Boston, Houghton Mifflin Co., 1938, 582p.

Includes several shorter references to space perception of the blind.

MÜNSTERBERG, H. Beiträge zur experimentellen Psychologie. Freiburg, Akademische Verlags-Buchhandlung, 1889. v.2, p. 184.

The author claims recognition for aural space besides the visual and tactual space.

PETZELT, A. *Konzentration bei Blinden; eine psychologisch-pädagogische Studie.* Leipzig, Akademische Verlagsgesellschaft, 1925. 84p.

Includes a discussion of the space perception of the blind, with special reference to the theories of Heller and Steinberg and to the structure of space concepts of the blind.

PILLSBURY, W. B. *The essentials of psychology.* New York, The Macmillan Co., 1926. Rev. ed. p. 189.

In a short statement on the "space of the blind", the writer expresses the opinion that for the blind, auditory perception of space is much more important than for the seeing individual.

PLATNER, E. *Philosophische Aphorismen.* Leipzig, 1793. p. 466.

"In reality to the blind, time serves instead of space".

RÉVÉSZ, G. *System der optischen und haptischen Raumtäuschungen. Zeitschrift für Psychologie und Physiologie der Sinnesorgane*, 131, 1934. pp. 296-375.

Includes reports on experiments tending to show that the blind will experience the same illusions in haptic space as the seeing in visual and haptic space.

SCRIPTURE, E. W. *The new psychology.* New York, Charles Scribner's Sons, 1906. pp. 378-382.

In the chapter on tactual space, several pages are devoted to a discussion of the space of the blind.

STEINBERG, W. *Die Raumwahrnehmung der Blinden.* München, Ernst Reinhardt, 1920. 150p.

The problem of space perception is of "central importance for the specific structure of the personality of the blind". The first part of this fundamental work represents a discussion of the problems of the psychology of the blind in general, the second part offers the author's theories of haptic space perception.

STOUT, G. F. *A manual of psychology.* London, W. B. Clive, 1924. pp. 474-480.

Includes a chapter on the space perception of the blind.

STRATTON, G. M. *Experimental psychology and its bearing upon culture.* New York, The Macmillan Co., 1903. pp. 122-141.

In his chapter on "experiments on mental

space, particularly the space of the blind", the writer rejects the assumption "that one who has never seen has absolutely no sense of space".

SULLY, J. *Outlines of psychology, with special reference to the theory of education.* London, Longmans, Green & Co., 1891. pp. 156-171, 694-695.

In a chapter on tactual perception the author tries "to retrace the steps by which a blind child would explore the world about him". In Appendix D, "Visual intuition of space", the writer refers to the Molyneux problem.

TITCHENER, E. B. *A text-book of psychology.* New York, The Macmillan Co., 1910. pp. 308, 331, 338.

Includes references to the space perception of the blind.

TREVES, Z. *Beobachtungen über den Muskelsinn bei Blinden. Archiv für die gesamte Psychologie*, 16, 1910. pp. 279-306.

Observations of the muscle sense of the blind, and its influence on their perception of space.

VILLEY, P. *Psychologie et pédagogie des aveugles. Revue Philosophique*, 60, 1935. pp. 1-42.

After reviewing works dealing especially with spatial images, the author discusses the intelligence of the blind and stresses the role of touch in the notion of space.

———. *The world of the blind; a psychological study.* New York, The Macmillan Co., 1930. pp. 179-261.

Space perception of the blind is discussed in four chapters of this book with the following headings: Spatial images the outcome of the sense of touch; Tactile space and visual space; Value of the spatial images to touch; The conquest of spatial representations.

WUNDT, W. *Beiträge zur Theorie der Sinneswahrnehmungen.* Leipzig, Winter, 1862. p. 60.

Description of ways in which the blind gain ideas of space and objects about them.

———. *Lectures on human and animal psychology; trans. by J. E. Creighton and E. B. Titchener.* New York, The Macmillan Co., 1912. pp. 161-163.

In a discussion of the sense of touch the writer examines the means by which the congenitally blind acquire ideas of distance in space or of spatially extended objects.



# TACTILE AND KINESTHETIC SENSES

ARNOLD, P. Teaching the blind to model. *Contemporary Review*, 141, 1932. pp. 198-203. (Abstracted in *Teacher of the Blind*, 20, 1932. pp. 153-157.)

A description of the classes in modeling for blind children, conducted in Vienna by Viktor Loewenfeld.

BAIN, A. The senses and the intellect. New York, D. Appleton & Co., 1894. 4. ed. pp. 159-190.

In his treatment of the sense of touch the author refers frequently to the blind.

BARAZAR, A. propos du sens du toucher. Villey et Pérouze, *Études pédagogiques*, 1923. pp. 61-68.

This article, originally published in *Valentin Haüy* in 1910 gives a discussion of the sense of touch in the blind, with special reference to the measurements performed by Griesbach.

BAUER, J. I. Planes Tasten. *Blindenfreund*, 51, 1931. pp. 265-271.

A discussion of the application of two-dimensional touch (planes Tasten).

BELOVA, T. [Proprioceptive and tactile perception of workers in a brush factory.] *Fiziologicheskij Zhurnal*, S.S.S.R., 21, 1936. pp. 251-253. (In Russian.)

"Difference thresholds were determined for perception of length of small objects and tactile perception of roughness with 43 blind and 43 normal subjects in the brush factory".

———, and KEKCHIEV, K. [Change in proprioceptive sensitivity as a function of age.] *Fiziologicheskij Zhurnal*, S.S.S.R., 21, 1936. pp. 14-17. (In Russian.)

"Differential thresholds were determined for weight, dimension of cylinders, and width and separation of lines scratched on metal" in experiments made with blind and normal subjects.

Blind children's sculpture. *Teachers Forum*, 10, 1938. pp. 55-56.

Tells of the modeling done by blind children at the Institute for the Jewish Blind, Vienna, Austria.

A blind sculptor. *New Beacon*, 16, 1932. pp. 112-113.

A short sketch dealing with the work of Berthold Ordner, with illustrations of some of his wire sculpture.

BROWN, M. S., and STRATTON, G. M. The spatial threshold of touch in blind and in seeing children. *Journal of Experimental Psychology*, 8, 1925. pp. 434-442.

Report of experiments to test the tactile sensitivity of the blind. The findings are in accord with those earlier experimenters "who found the blind to be superior to the seeing in the tactile discrimination of space."

BULL, T. The sense denied and lost; ed. by B. J. Johns. London, Longman, Green, Longman, and Roberts, 1859. pp. 44-68.

Original anecdotes together with quotations from other writers illustrate the power and use of the sense of touch by the blind.

BURDE. Die Plastik des Blinden; experimentelle Untersuchungen. *Zeitschrift für angewandte Psychologie*, 4, 1910. pp. 106-128.

Report of experiments in modeling with two groups of blind children, one trained, the other untrained in modeling.

BÜRKLEN, K. Blindenpsychologie. Leipzig, Johann Ambrosius Barth, 1924. pp. 27-43, 93-168.

An extensive report on touch perceptions and touch conceptions with a discussion of literature on this subject. Includes also the author's experimental investigation on "reading and writing of the blind."

———. Die Hand als Tastorgan. *Zeitschrift für das österreichische Blindenwesen*, 13, 1926. pp. 125-142.

An anatomical study of the hand as an organ for the sense of touch.

———. Die Prüfung der Hand bezw. des Tastsinnes. *Zeitschrift für das österreichische Blindenwesen*, 15, 1928. pp. 73-86.

Further study of the hand and its possibilities as an organ of touch, with references to various apparatus for measuring applications of the sense of touch.

———. Der Tastraum. *Zeitschrift für das oesterreichische Blindenwesen*, 13, 1926. pp. 34-40.

A discussion of the physical extension of human "touch space."

———. Die Vibrationsempfindungen. *Blindenfreund*, 46, 1926. pp. 87-90, 120-123.

A discussion of the participation of vibrations in the process of touch.

CARMER, D. R. Seeing through the hands. *Occupational Therapy and Rehabilitation*, 7, 1928, No. 1. pp. 25-28.

A description of a visit to the Jewish Institute for the Blind, Vienna, with special mention of the modeling done by the blind children at the school.

CARR, H. The influence of visual guidance in maze learning. *Journal of Experimental Psychology*, 4, 1921. pp. 399-417.

Four blind subjects were used as a control group for the main experiment and showed a disadvantage in maze learning contributing thereby to the author's viewpoint regarding the "significance of the visual processes in the acquisition of various acts of skill."

CHAPMAN, H. R. The relation between manual dexterity and mentality of the blind. Masters thesis, University of California, 1922. (Typewritten)

CUTSFORTH, T. D. An analysis of the relationship between tactual and visual perception. *Psychological Monographs*, 44, 1933, No. 1. pp. 125-152.

A study of tactual-visual perception, dealing with the question whether full-fledged perceptions develop independently in each sense modality. Only seeing persons are used as subjects for the experiments, but much of the literature dealing with the touch of the blind is referred to.

CZERMAK, J. Physiologische Studien; Beobachtungen über die Feinheit des Raumsinnes der Haut bei Blinden. *Akademie der Wissenschaften, Wien, Sitzungsberichte*, 15, 1855. pp. 482-487.

Reports on experiments to test the touch sensations of the surface of the skin. Results indicate that the blind in general were more sensitive than the seeing.

DEARBORN, G. VAN N. Kinesthesia and the intelligent will. *American Journal of Psychology*, 24, 1913. pp. 204-255.

The writer refers in his study on the relationship between kinesthesia and the intelligent will to his own experiments with blind students and their experiences.

DUNCAN, B. K. A comparative study of finger-maze learning by blind and sighted subjects. *Journal of Genetic Psychology*, 44, 1934. pp. 69-95.

"The purpose of this study is to compare the ability of blind and sighted subjects in learning a new spatial adjustment in which the tactile cues are the dominant ones".

EXTRAIT, M. L'éducation pédagogique du toucher et de l'ouïe chez l'enfant aveugle. Villey et Pérouze, *Études pédagogiques*, 1923. pp. 77-81.

This article, originally published in *Valentin Haüy* in 1911-1912, presents measures for the education of the sense of touch in the blind child.

GÄRTTNER, O. Versuche über den Raumsinn der Haut an Blinden. *Zeitschrift für Biologie*, 17, 1881. pp. 56-61.

Report on experiments made to test the touch sensations of the surface of the skin by the use of two distant needle points, with the special purpose to check the findings of Czermak.

GRIESBACH, H. Vergleichende Untersuchungen über die Sinnesschärfe Blinder und Sehender. *Archiv für die gesamte Physiologie*, 74, 1899, pp. 577-638 & 75, 1899, pp. 365-429.

Reports on tests on the hearing, smell and touch in groups of seeing and of blind children. No difference was found between the two groups.

HELLER, S. Das Modelliren und Zeichnen in der Blindenschule. *Blindenfreund*, 4, 1884. pp. 140-145, & 5, 1885, pp. 99-109.

The value and purpose of modeling and drawing in schools for the blind.

———. Zur Einführung in die Lehre vom Tasten. *Blindenfreund*, 29, 1909. pp. 265-269.

Some introductory remarks on the sense of touch and its importance in the education of the blind.

HELLER, T. Studien zur Blindenpsychologie. Leipzig, Wilhelm Engelmann, 1904. pp. 10-113.

The second chapter of this book gives an analysis of the touch of the blind, introducing a differentiation between the synthetic and analytic touch. This work has greatly influenced further investigations.

HOCHEISEN, P. Über den Muskelsinn bei Blinden. *Zeitschrift für Psychologie und Physiologie der Sinnesorgane*, 5, 1893. pp. 239-282.

Experimental study of the muscle sense of the blind. The results show a higher degree of acuity in the blind as compared with the seeing. This is explained by the greater attention and practice found in the blind.

HOHENEMSER, R. Wendet sich die Plastik an den Tastsinn? *Zeitschrift für Ästhetik und allgemeine Kunstwissenschaft*, 6, 1911. pp. 405-419.

Quotations from the writings of blind people, Helen Keller in particular, are used as illustrations of the theory that the plastic arts appeal to the sense of touch.

KATZ, D. Der Aufbau der Tastwelt. Leipzig, Johann Ambrosius Barth, 1925. 270p.

This fundamental work on the world of touch refers frequently to the blind.

KATZ, R. Das Tasten des Kindes. *Archiv für die gesamte Psychologie*, 77, 1930. pp. 35-47.

An experimental study showing that the recognition of objects in seeing persons is based primarily on the shape of the object while the blind in their perceptions rely upon shape and material.

KEKCHEEV, K., and KOSTINA, E. [Physiological study of the orientation of the blind.] *Fiziologicheskii Zhurnal*, S.S.S.R., 20, 1936. pp. 869-880. (In Russian.)

"The subject's hands were guided to a certain point, and then he reproduced the localization. The blind were consistently inferior to normal subjects with their eyes closed."

KELLER, H. A. The world I live in. New York, The Century Co., 1908. pp. 38-63.

Chapters 4 and 5, "The power of touch" and "The finer vibrations," give the writer's own account of the important part played by the sense of touch in the life of a deaf-blind person.

KLEIN, J. W. Lehrbuch zum Unterrichte der Blind an. Wien, Anton Strauss, 1819. pp. 17-21.

Some early observations on the touch of the blind.

KNOTTS, J. R. Comparative study of maze learning ability in blind and seeing children. Masters thesis, Stanford University, 1927-1928. (Typewritten)

———, and MILES, W. R. The maze-learning ability of blind compared with sighted children. *Journal of Genetic Psychology*, 36, 1929. pp. 21-50.

An experimental study comparing the maze-learning ability of 40 blind subjects with a matched group of seeing students. A high relief maze was used as well as the stylus maze.

KOCH, H. L., and UFKESS, J. A comparative study of stylus maze learning by blind and seeing subjects. *Journal of Experimental Psychology*, 9, 1926. pp. 118-131.

Experiments with 19 blind subjects show that they tend to be less successful in stylus maze learning than normal subjects. Visual experience before the onset of blindness reduces the handicap.

KUNZ, M. The physiology of the blind. Washington, Judd & Detweiler, 1908. 31p.

The author refuses the hypothesis of the vicariate of the senses on the basis of Griesbach's and other investigations, and on the basis of his own convictions.

LADD, G. T. Elements of physiological psychology. New York, Charles Scribner's Sons, 1887. pp. 402-411.

Includes references to the space perception of the blind.

LEVY, W. H. Blindness and the blind; or, A treatise on the science of typhology. London, Chapman and Hall, 1872. pp. 58-60.

In this general book on blindness a few pages are devoted to observations on the sense of touch.

LOWENFELD, V. The experience of haptic space and shape. *Outlook for the Blind*, 33, 1939. pp. 118-120.

A review of *Die Formenwelt des Tastsinnes*, by Révész.

———. The meaning of creative activity in the education of the deaf-blind. *Teachers Forum*, 12, 1940. pp. 62-65, 72.

Reports on an experiment in teaching modeling to a deaf-blind girl at Perkins Institution. Illustrations.

———. The nature of creative activity. New York, Harcourt, Brace and Co., 1939. 272p.

A study of visual and non-visual sources of drawing, painting, and sculpture as seen in the artistic productions of the blind and weak-sighted.

LYNN, G. W. Handedness in the blind. Masters thesis. Temple University, 1932. 47p. (Typewritten)

Determines the distribution of dextral, sinistral, and bimanual preference in the case of the blind, using as subjects blind students at the Pennsylvania Institution for the Instruction of the Blind at Overbrook.

MATZ, W. Eine Untersuchung über das Modellieren sehender Kinder. *Zeitschrift für angewandte Psychologie*, 6, 1912. pp. 1-20.

A report of an investigation of modeling by seeing children made in order to compare the results with those obtained by Burde in his experiments with blind children.

———. Zeichen- und Modellerversuch an Volksschülern, Hilfsschülern, Taubstummen und Blinden. *Zeitschrift für angewandte Psychologie*, 10, 1915. pp. 62-135.

Attempts at teaching drawing and modeling to pupils in elementary schools and classes for retarded children and to deaf and blind children. The data on the blind was furnished by Burde.

Maw, J. F. Sculpture for the sightless student. *Outlook for the Blind*, 28, 1934. pp. 156-157.

Blind students are taught sculpture at the Master Institute of the Roerich Museum, New York City.

MERRY, F. K. An experiment in teaching blind children to recognize simple embossed pictures. *Teachers Forum*, 5, 1933. pp. 73-76, 78.

Report of a second experiment in this series, designed to determine how much the system-

atic teaching of perspective and the principles of graphic representation may improve the ability of blind pupils to recognize tactually, embossed designs and pictures.

———. A further investigation to determine the value of embossed pictures for blind children. *Teachers Forum*, 4, 1932. pp. 96-99.

This first experiment in the series is made more reliable than the preliminary one by the use of a larger number of subjects, and the inclusion of designs of an essentially bi-dimensional nature as well as pictures of tri-dimensional nature.

MERRY, R. V. To what extent can blind children recognize tactually, simple embossed pictures? *Teachers Forum*, 3, 1930, No. 1. pp. 2-5.

A preliminary investigation to determine how well blind children recognize embossed pictures by the sense of touch.

———, and MERRY, F. K. The tactual recognition of embossed pictures by blind children. *Journal of Applied Psychology*, 17, 1933. pp. 148-163.

A compilation and a discussion of the data assembled by the two writers in a preliminary investigation and in two experiments, the first to determine how well do blind children recognize embossed pictures, the second to investigate how much systematic teaching will help blind children in the recognition of embossed designs.

MOUDRY, H. Wie ich als Blinder Modelleur wurde. *Zeitschrift für das oesterreichische Blindenwesen*, 1, 1914, pp. 45-46. (Also *Beacon*, 4, 1920, No. 46. pp. 5-6.)

The story of a man who after going blind at an age of 35 years, turned to modeling for recreation and occupation.

MÜNZ, L. Die plastische Arbeiten Blinden und ihre Bedeutung für das Verständnis der Gestalt- und Raumvorstellung des Blinden. *Archiv für das Blindenwesen*, 1, 1934, No. 1. pp. 3-13.

This article is reprinted in abbreviated form from *Plastische Arbeiten Blinden*, by Münz and Lowenfeld.

———, and LÖWENFELD, V. Plastische Arbeiten Blinden. Brunn, Rudolf M. Rohrer, 1934. 117p. plates.



An extensive study on the modeling of blind children in the institute for the blind, Hohe Warte, Vienna. Münz reports on the significance of plastic works for the understanding of form and space perception of the blind; Lowenfeld on methods of instruction and the manner of production.

MYLER, P. V. A study of the motor ability of the blind. Masters thesis, University of Texas, 1936. (Typewritten)

ORDNER, B. "Kann ein Blinder Bildwerke schaffen?" *Blindenfreund*, 52, 1932. pp. 143-148. (English translation in *Teacher of the Blind*, 22, 1934. pp. 76-79.)

A radio talk by a blind artist explaining his methods of creating wire sculpture.

———. Seeing the world as a blind man. *New Beacon*, 20, 1936. pp. 270-271.

An account of the work and recent progress of a blind wire sculptor.

PÉROUZE, G. Des meilleurs moyens à employer pour développer le toucher et l'ouïe chez les enfants aveugles. Villey and Pérouze, *Études pédagogiques*, 1923. pp. 69-76.

This article, originally published in *Valentin Haüy* in 1912, gives a description of various methods which may be employed to develop the sense of touch in the blind child.

PRICE, M. M. A comparison of blind and seeing subjects in ESP tests. *Journal of Parapsychology*, 2, 1938. pp. 273-286.

Report of ESP tests made with blind and seeing subjects by the card-calling procedure and also with the matching methods.

———, and PEGRAM, M. H. Extra-sensory perception among the blind. *Journal of Parapsychology*, 1, 1937. pp. 143-155.

Report on a study of extra-sensory perception among the blind, in which 66 subjects, ranging in age from 8 to 35 years were given various card-calling tests.

REL, N., KEKCHIEV, K., and PASHUKANIS, A. [The exactness of hand movements.] *Zhurnal Fiziologii*, 17, 1934. pp. 862-868. (In Russian)

RENSHAW, S., and WHERRY, R. J. Studies on cutaneous localization; III, The age of onset of ocular dominance. *Journal of Genetic Psychology*, 39, 1931. pp. 493-496.

Further investigation of cutaneous localization, made to supplement the findings reported in an earlier issue of the magazine.

———, and NEWLIN, J. C. Cutaneous localization in congenitally blind versus seeing children and adults. *Journal of Genetic Psychology*, 38, 1930. pp. 239-248.

These experiments were made in order to test the theory that the tactual-kinesthetic control of localizing in childhood becomes replaced by distance-receptive (visual) control in adult years.

RÉVÉSZ, G. Die Formenwelt des Tastsinnes. Haag, Martinus Nijhoff, 1938. 2v.

Volume I gives the fundamental principles of a theory of haptics. Volume II reports on esthetic experiences of blind persons and gives a well-illustrated review of the work of blind sculptors.

———. Plastica dei ciechi. *Archivio Italiano di Psicologia*, 16, 1938. pp. 77-94.

Reports on an investigation of the plastic sense of the blind.

———. Zur Grundlegung der Blindenpsychologie. *Festschrift til Anathon Aall på 70-årsdagen hans*. Oslo, H. Aschehoug & Co., 1937. pp. 149-162.

The author of *Die Formenwelt des Tastsinnes* reviews some of the principles extensively treated in his main work.

RITTER, S. M. Automatic writing by a blind subject. *Journal of Abnormal and Social Psychology*, 23, 1928. pp. 383-392.

Describes a case of automatic writing by a musician who had been blind from childhood.

SCHAEFER, K. L., and MAHNER, P. Vergleichende psycho-physiologische Versuche an taubstummen, blinden und normalsinnigen Kindern. *Zeitschrift für Psychologie und Physiologie der Sinnesorgane*, 38, 1905. pp. 1-23.

A report on psychological-physiological experiments with weight lifting performed with deaf, blind and normal children, and a comparison of the results obtained from each group.

Sculpture and the blind. *New Beacon*, 19, 1935. pp. 29-32.

A review of the book *Plastische Arbeiten Blinder* by Münz and Lowenfeld.

Sculpture by the sense of touch. *Mentor*, 2, 1892. pp. 81-86.

Report on the work of the blind sculptor, Johnson Marchant Mundy.

SEASHORE, C. E. Elementary tests in psychology. *Journal of Educational Psychology*, 7, 1916. pp. 81-86.

Report on simple tests aimed to show the distinction between psycho-physic sensibility and the apperceptive use of a sense. Part I, The comparative sensitiveness of blind and seeing persons; Part II, The effects of practice on discrimination for the intensity of sound.

———, and LING, T. L. The comparative sensitiveness of blind and seeing persons. *Psychological Monographs*, 25, 1918, No. 108. pp. 148-158.

Report of tests of sensory discrimination performed on a group of students from the Iowa College for the Blind and from the Iowa City high school. These tests were a continuation of those reported on by Seashore in 1916. The main result of these tests is that the blind are not more sensitive or keen in sensory discrimination than seeing persons when fundamental capacities are tested.

———, and TAN, KWEL. The elemental character of sensory discrimination. *Psychological Monographs*, 25, 1918, No. 108. pp. 159-163.

A continuation and elaboration of the tests earlier reported in the *Monographs*.

STERN, W. Künstlerische Plastik eines Blinden. *Zeitschrift für angewandte Psychologie*, 6, 1912. pp. 78-79.

An analysis of a portrait bust made by the blind sculptor, Kleinhaus.

STRATTON, G. M. Experimental psychology and its bearing upon culture. New York, The Macmillan Co., 1903. pp. 45-47.

In Chapter 3, "The possibility of mental measurements," the writer gives his opinion that "the blind have little if any greater nicety of the sense itself, but infinitely greater readiness in understanding the meaning of what the sense reports."

TREVES, Z. Beobachtungen über den Muskelsinn bei Blinden. *Archiv für die gesamte Psychologie*, 16, 1910. pp. 279-306.

Observations and experiments on the muscle sense and touch movements of the blind and their importance for the formation of space perceptions.

URBAN, H. Über das Rombergsche Phänomenon bei Blinden. *Medizinische Klinik*, 33, 1937. pp. 595-597.

About Romberg's phenomenon in the blind.

VAN DEEL, J. Prüfung des Tastsinnes an blinden und Sehenden. *Zeitschrift für das österreichische Blindenwesen*, 15, 1928. pp. 25-33.

Reports on an experimental investigation of the localization of touch pressure showing no qualitative difference between the blind and the seeing.

Voss, W. Subjektive und objektive Aufbau-elemente in den Zeichnungen Blinden. *Farbe-Ton-Forschungen*, 3, 1931. pp. 96-108.

Subjective and objective elements of construction in drawings of blind children.

WASHBURN, M. F. Ueber den Einfluss der Gesichtsassociationen auf die Raumwahrnehmungen der Haut. *Philosophische Studien*, 11, 1895. pp. 190-225.

An experimental investigation of the influence of visual associations on the localization of tactual impressions.

ZECH, F. Erziehung und Unterricht der Blinden. Danzig, A. W. Kafemann, 1913. pp. 112-131.

A teacher of the blind discusses the function of the sense of touch, and its applications in the education of the blind.

ZIEHEN, T. Die ästhetischen Gefühlsbetonungen taktil-kinästhetischer Empfindungen bei blinden Kindern. *Archiv für Pädagogik*, 11, *Die pädagogische Forschung*, 2, 1913. pp. 1-17.

A preliminary investigation to determine whether touch sensations in blind children are ever associated with pleasant impressions. The author uses geometric figures cut out from cardboard for his experiments.

ZIGLER, M. J. Touch and kinesthesia. *Psychological Bulletin*, 29, 1932. pp. 260-278.

A review of seven studies on touch and kinesthesia, among which are found the works of Renshaw, Wherry and Newlin, Katz, Merry, Lamarque, and Renquist.

# DREAMS

Aus dem Traumleben der Blinden. *Schweizerischer Blindenbote*, 10, 1923, No. 8. (English translation in *Beacon*, 8, 1924, No. 86. p. 15.)

A short discussion of the dreams of persons blinded later in life.

BOLLI, L. Le rêve et les aveugles. *Journal de Psychologie*, 29, 1932. pp. 20-73 and 258-309.

Part I deals with the dreams of those born blind, Part II with the dreams of persons blinded later in life. The dreams of the first group do not lack in richness or variety, the impressions are auditory or tactual; in the second group the visual images will deteriorate in proportion to the age of the subject and the duration of his blindness.

BÜRKLEN, K. Blindenpsychologie. Leipzig, Johann Ambrosius Barth, 1924. pp. 198-201.

Mainly quotations from the works of Klein, Scherer, Stumpf, Jerusalem, Riemann, Albrecht, Lenk, Jastrow, Krieger and from the two magazines *Der Blindenfreund* and *Schweizerischer Blindenbote*.

———. Eine Untersuchung der Blinden-träume. *Zeitschrift für das österreichische Blindenwesen*, 14, 1927. pp. 25-29.

A review of a dissertation *Eine Untersuchung über Blindenträume unter besonderer Berücksichtigung des Anteils der Sinne am Aufbau der Traumvorstellungen*, by Dora Kaufmann, presented in 1926 at Mannheim University.

CASON, H. The nightmare dream. *Psychological Monographs*, 46, 1935, No. 209. 51p.

Among the subjects used for this study was a group of 123 students from the Wisconsin School for the Blind. The purpose of the study was to discover some of the natural causes and natural results of nightmare dreams.

CORIAT, I. H. Abnormal psychology. New York, Dodd, Mead & Co., 1926. pp. 159-160.

Includes quotations on dreams of the blind from Jastrow and Helen Keller.

COSTA, A. Sogni di fanciulli ciechi e semi-veggenti. *Rivista de Psicologia*, 33, 1937. pp. 44-52.

About 80 dreams of 15 blind children, of whom 12 were totally blind were analyzed. The dreams of the totally blind children are predominantly concerned with tactual and auditory impressions.

DEUTSCH, E. The dream imagery of the blind. *Psychoanalytic Review*, 15, 1928. pp. 288-293.

This paper endeavors to show that the belief held by many people that the blind do not dream at all or that if they do, their dreams must be very vague and incomplete, is entirely erroneous. Many examples are related.

Dreams of the blind. *Harper's Weekly*, 55, 1911, No. 2868. p. 25.

A short discussion of dreams of the blind mostly based on Jastrow's findings.

Dreams of the blind. *St. Dunstan's Review*, 5, 1920. Nos. 48, 49, 50.

Short letters from war-blinded soldiers and other blind persons describing their various dreams.

DUFAU, P.-A. Des aveugles. Paris, Jules Renouard & Cie., 1850. pp. 66-67.

In the chapter on sensations and idea associations are presented some theories regarding dreams of the blind.

FRASER-HARRIS, D. F. Dreams. *Forum*, 80, 1928. pp. 575-582.

A physician discusses modern theories on the significance of dreams including dreams of the blind person.

FURNES, R. Dreams without sight. *Beacon*, 5, 1921, No. 58. p. 16.

An abstract of an article in *The Daily News*. The writer who lost his sight during the war, describes the typical dreams of his group of blind persons.

HALL, G. S. Aspects of German culture. Boston, James R. Osgood & Co., 1881. pp. 268-271.

Dreams of Laura Bridgman.

HEERMANN, G. Beobachtungen und Betrachtungen über die Träume der Blinden, ein Beitrag zur Physiologie und Psychologie der Sinne. *Monatschrift für*

*Medizin, Augenheilkunde und Chirurgie*, 1, 1838. pp. 116-180.

Reports on an investigation of the dreams of 101 blind persons. This is the first serious investigation of the subject.

HIRST, A. My dark world. *Sunday Magazine*, 1897. pp. 226-231.

A man blinded in adult life reports that in his dreams incidents which have happened since he became blind appear before him as if he had seen them.

HITSCHMANN, F. Über das Traumleben des Blinden. *Zeitschrift für Psychologie und Physiologie der Sinnesorgane*, 7, 1894. pp. 387-394.

The writer, who is himself blind, has used his own dreams as material for his investigation. Dreams of other blind people are introduced only as a corrective method.

HOWE, S. G. Education of Laura Bridgman; excerpts from reports of Perkins Institution. p. 61.

In the report for 1841 Dr. Howe reports that it seems that Laura's dreams are only the spontaneous production of sensations similar to those which she experiences while awake.

JAMES, W. The principles of psychology. New York, Henry Holt & Co., 1910. v.2, p. 44.

The blind may dream of sights, the deaf of sounds, for years after they have lost their vision or hearing. Reference to Jastrow's investigations.

JASTROW, J. The dreams of the blind. *New Princeton Review*, 5, 1888. pp. 19-34.

An early magazine article which later was slightly revised and enlarged to form a chapter in the book *Fact and Fable in Psychology*.

———. Fact and fable in psychology. Boston, Houghton Mifflin Co., 1900. pp. 337-370.

Persons totally blind from birth or prior to the fifth year do not see in their dreams. As a result, the dreams are more commonplace and less vivid. Dreams of a varied group of blind people are related.

JERUSALEM, W. Laura Bridgman; Erziehung einer Taubstumm-Blinden. Wien, A. Pichler's Witwe & Sohn, 1890. pp. 56-68.

A chapter on Laura Bridgman's emotional life and on her dreams, mostly taken from Dr. Howe's report of 1841.

JOHNS, B. G. How the blind dream. *National Review*, 5, 1885. pp. 309-319.

A popular treatise on the dreams of the blind and the limitations of these dreams. To the seeing man a dream wakes up the senses to keener, swifter intelligence; to the blind person, the dream is a mere string of more or less vague and faint impressions.

KELLER, H. A. My dreams. *Century Magazine*, 77, 1908. pp. 69-74.

"My dreams do not seem to differ very much from the dreams of other people." A faithful description of a vivid dream life with many actual dreams retold. This article forms two chapters of the book, *The World I Live in*.

KIMMINS, C. W. Children's dreams. New York, Longmans, Green and Co., 1920. pp. 105-118.

Chapter 7, "Dreams of deaf and blind children." Several case histories are given.

———. Children's dreams; an unexplored land. London, George Allen & Unwin Ltd., 1937. pp. 102-114.

Chapter 9, "Dreams of blind, deaf and physically defective children." A revised and enlarged edition of an earlier published work.

———. Special features in the teaching of the blind. *Teacher of the Blind*, 11, 1923. pp. 9-14.

Includes a short discussion of the writer's investigation of the dreams of blind children.

KLEIN, J. W. Lehrbuch zum Unterrichte der Blinden. Wien, Anton Strauss, 1819. p. 23.

Includes a short statement on dreams of the blind by one of the pioneers in the education of the blind.

KRIEGER, I. Unterricht, Bildung, Schicksal und Psychologie der Blinden. Wien, "Vorwärts", 1923-? p. 9.

A statement on the dreams of those born blind or blinded early in life by a writer who is himself blind.

KUNZ, M. Ein merkwürdiger Traum. *Blin-denfreund*, 33, 1913. p. 16.



A dream of a blind girl which indicates that visual images may be retained after 15 years of blindness.

LENK, E. *Träume der Blinden. Schweizerischer Blindenbote*, 12, 1925, No. 2 & 15, 1928, No. 5. (Taken from *Umschau*, 4, 1922, pp. 228-230 & *Der Tag*, 1928.)

The blind, especially those blind from birth have dreams that are based on touch sensations. Those blinded later in life will retain their visual images for a time but tactual impressions will eventually predominate.

MCCARTNEY, F. M. A comparative study of dreams of the blind and of the sighted, with special reference to Freud's theory. Masters thesis, Indiana University, 1913. 83p. (Typewritten)

The materials for this study consist of questionnaire answers from 94 blind and 19 sighted people, two dream diaries, individual dreams and reveries, additional facts and such literature as was available.

RAEHLMANN, E. Physiologisch-psychologische Studien über die Entwicklung der Gesichtswahrnehmungen bei Kindern und bei operierten Blindgeborenen. *Zeitschrift für Psychologie und Physiologie der Sinnesorgane*, 2, 1891. pp. 53-96.

Includes a description of the change in dreams caused by recovery of sight.

SALWEY, E. Les images visuelles d'un aveugle. *Valentin Haüy*, 1931, No. 1. pp. 5-10.

One of the letters received by Pierre Villey in answer to his questionnaire on the survival of visual images in permanent blindness. M. Villey gives a complete analysis of his findings in the *Journal de Psychologie*.

SCHERER, F. Das Walten von Wahrheit und Wahn. Coburg, The author, 1850? pp. 1-28.

A blind man writes about the dream world of the blind and compares it with that of the seeing people.

STRATTON, G. M. Experimental psychology

and its bearing upon culture. New York, The Macmillan Co., 1903. p. 182.

Quotations from Hitschmann and Raehlmann.

TÓTH, Z. Die Vorstellungswelt der Blinden. Leipzig, Johann Ambrosius Barth, 1930. pp. 103-104, 120.

The writer gives a few examples of dream imagery of the blind as an illustration to his contention that the "blind condition of the soul" only partly is attained by those blinded later in life.

VILLEY, P. La persistance des images visuelles dans la cécité. *Journal de Psychologie*, 27, 1930. pp. 673-726.

A collection of data concerning the existence of visual images in subjects blinded during and before the war. Almost all of the 120 subjects testified that vivid visual imagery was present in dreams.

———. The survival of visual pictures in the dreams of the war blind. . . . *And There Was Light*, 1, 1932, No. 4. pp. 31-39.

An abbreviated translation of "La persistance des images visuelles dans la cécité," by Villey.

WALSH, W. S. The psychology of dreams. New York, Dodd, Mead and Co., 1920. pp. 238-239.

Mainly a report of the findings on the subject by Heermann and Jastrow.

WHEELER, R. H. Visual phenomena in the dreams of a blind subject. *Psychological Review*, 27, 1920. pp. 315-322.

The subject of this study, twenty-seven years old at the time, lost his sight by accident at the age of eleven years. The purpose of the paper is to report visual phenomena in the dream life of a blind person after 16 years of blindness.

ZEUNE, A. Belisar; oder Über Blinde und Blinden-Anstalten. Berlin, Blinden-Anstalt, 1846. p. 29.

An argument against the theory that the blind do not dream as stated by Reil, Darwin and Gruithuisen.

# IMAGERY

ABELL, T. Optical illusions. *Boston Medical and Surgical Journal*, 34, 1846. pp. 52-55.

The writer reports on certain optical illusions occurring after he had become blind in his 59th year. The illusions were allied to dreaming or more to mesmeric sleep.

AHLMANN, W. Zur Analysis des optischen Vorstellungslebens; ein Beitrag zur Blindenpsychologie. *Archiv für die gesamte Psychologie*, 46, 1924. pp. 193-261.

A trained psychologist blinded by accident at the age of twenty, seven years before this study was undertaken, reports on the appearance of optic images, their structure and changes on the basis of introspection.

BAQUIS, F. Fotopsia ed allucinazioni visive negli individui privi di ambedue gli occhi. *Lettura Oftalmologica*, 9, 1932. pp. 271-281.

Reports on a case of visual hallucinations appearing after the patient had both eyes removed.

BATTLES, F. Color perception of the blind. *Education*, 1891. pp. 412-417.

This article concludes that the blind cannot have a real perception of colors, but due to associations of ideas, they may develop a conception of colors.

BEAN, C. H. The blind have "optical illusions". *Journal of Experimental Psychology*, 22, 1938. pp. 283-289.

A study of the reactions of the blind to illusion patterns. Twenty-eight totally blind persons and the same number of seeing persons in corresponding age groups were used as subjects.

BROMBERG, W., and SCHILDER, P. On tactile imagination and tactile after-effects. *Journal of Nervous and Mental Disease*, 76, 1932. pp. 1-24, 133-155.

A study of tactile imagination especially directed to finding out what changes may occur in tactile images when they are kept for a long time, and to compare the changes with those occurring in optic imagination. Among the subjects observed was a blind negro who had just passed through an hallucinatory state at the time of examination.

BÜRKLEN, K. Blindenpsychologie. Leipzig, Johann Ambrosius Barth, 1924. pp. 69-216.

Part II of this book deals with imagery of the blind in its various forms, visual, auditory, spatial, tactual, etc. Many quotations from other writers on the subject.

CAMERON, A. The imagery of one early made blind. *Psychological Review*, 4, 1897. pp. 391-392.

A short paper on how ideas of space, distance and form are represented in the mind of a man who became blind at the age of five years.

CARON and LAGACHE. Délire de persécution de forme hallucinatoire chez une aveugle ayant débuté par un délire à deux de forme interprétative type Régis. *Annales Médico-Psychologiques*, 93, 1935, Part II. pp. 80-85.

Hallucinatory form, in a blind woman, of persecutory delusion beginning with an associated interpretative delusion, Régis type.

DUFAU, P.-A. Des aveugles. Paris, Jules Renouard & Cie., 1850. pp. 49-67.

One chapter of this classic book deals with sensations and ideas as formed by the blind.

ELLIOT, R. H. Memory sight. *British Medical Journal*, February 9, 1924, p. 235. (Also *Beacon*, 8, 1924, No. 94. pp. 11-12 and *Literary Digest*, 80, 1924, No. 12. pp. 70-71.)

Describes various visual sensations common to many blind people.

FERNALD, M. R. The mental imagery of two blind subjects. *Psychological Bulletin*, 10, 1913. pp. 62-63.

Two blind subjects were given tests to determine whether visual imagery was used, whether tactual imagery appeared, and what differences existed between the two subjects.

GRZEGORZEWSKA, M. La structure des images-substituts chez les aveugles. *Archives Polonaises de Psychologie*, 1, 1926. 4p. (Abstract and reprint in French)

Extract from a Polish book on the psychology of the blind. In these pages are discussed substitute images common with the blind.

GUILLOD, G. Visual conception of the blind. *Beacon*, 6, 1922, No. 63, pp. 3-5 & No. 64, p. 15.

A blind man describes the mental pictures of his surroundings presented to him through the sense of touch.

HALL, F. H. The comparison of the blind, the deaf, the deaf-blind, and those possessed of all their sense faculties, in respect to imaginative power. *Transactions of the Illinois Society for Child Study*, 4, 1899, No. 1-2, pp. 18-30.

This study attempts to show that the blind are more imaginative than normal people, and that the deaf-blind excel all others in this respect.

HAUPTVOGEL, R. Die Farbenidee der Blinden. Gerhardt, *Materialien zur Blindenpsychologie*, 1917, pp. 116-120.

This blind author discusses his individual ideas of color.

HELLER, T. Studien zur Blindenpsychologie. Leipzig, Wilhelm Engelmann, 1904, pp. 100-113, 122-131.

Chapter 3 of this book deals with the influence of tactual and auditory imagery on space perception; chapter 5 with substitute imagery (Surrogatvorstellungen) of the blind.

HIRSCH, B. Ein Beitrag zum Kapitel: Vorstellungen- und Genussfähigkeit der Blinden. Gerhardt, *Materialien zur Blindenpsychologie*, 1917, pp. 123-127.

A woman, born blind, reports that her imaginations reach only as far as her touching hands. She also describes her way of enjoying nature.

L'illusion de voir. *Valentin Haüy*, 1932, No. 4, pp. 73-77.

Letters from two individual blind men describing the retention of visual imagery after years of blindness.

Illusive vision. *Symbol and Odd Fellows Magazine*, 5, 1846, No. 2, pp. 105-106.

A reference to "Optical illusions", by Abell.

JAMES, W. The principles of psychology. New York, Henry Holt and Co., 1919, v.2, pp. 323-324.

Reports on a case of hallucinations in a blind man otherwise very keen and normal.

LIBRACHOWA, M. Struktura wyobrazen jednostkowych odtworczych i wyobrazen rodzajowych. *Kwartalnik Psychologiczny*, 5, 1934, pp. 59-125.

The structure of representations. 30 normal and 20 blind subjects were given stimulus words of various kinds, and were asked to describe the phenomenal experiences aroused by these stimuli.

LOCKE, J. The philosophical works. London, George Bell and Sons, 1901, v.1, pp. 197-199.

Discusses, from a philosophical point of view, whether the blind have innate ideas of colors.

MARESCAL, and BELEY. Syndrome hallucinatoire aigu à prédominance auditive chez un aveugle alcoolique. *Annales Médico-Psychologiques*, 92, 1934, pp. 64-67.

Acute hallucinatory syndrome predominantly auditory in a blind alcoholic. A report on a young blind male alcoholic who had three "periods of confusion with agitation."

MOREL, F. Hallucination et champ visuel. *Annales Médico-Psychologiques*, 95, 1937, Part II, pp. 742-757.

Discusses the texture, form and multiplicity of movement in the visual hallucinations of delirium tremens. States that hallucinations typical of delirium tremens are unknown among the blind.

REUSS, A. Die Sehvorstellungen der Blindgeborenen. Gerhardt, *Materialien zur Blindenpsychologie*, 1917, pp. 106-111.

Speculations on visual imagery in persons born blind, who seem to have definite ideas about light, color, etc.

RICE, J. F. The size-weight illusion among the blind. *Yale Psychological Laboratory Studies*, 5, 1897, pp. 81-87.

An experimental study with the conclusion that the size-weight illusion obtains among the blind.

ROWLEY, J. M. The imagination of the blind child. *Beacon*, 6, 1922, No. 66, pp. 7-9.

The imagination of a child blind from birth is found to be quick, vivid and precise. This writer attempts to explain how the immediate world of the blind child is transferred into sounds and forms.

SALWEY, E. Les images visuelles d'un aveugle. *Valentin Haüy*, 1931, No. 1. pp. 5-10.

An answer to a questionnaire sent out by Villey regarding visual images in persons blinded in adult life.

SCHREINER, F. Beiträge zur Vorstellungswelt der Blinden. *Kongress für Heilpädagogik*, Leipzig, 1928. pp. 69-76.

A discussion of recent publications of Hungarian authorities (Ranschburg, Tóth) dealing with the imagery of the blind.

SYLVESTER, R. H. The mental imagery of the blind. *Psychological Bulletin*, 10, 1913. pp. 210-211.

Report on an application of the form board test to a number of totally blind children. The results are compared with those obtained in an earlier test conducted by Miss Fernald.

TÓTH, Z. Die Vorstellungswelt der Blinden. Leipzig, Johann Ambrosius Barth, 1930. 130p.

An extensive investigation of the differences in the world of ideas of the blind and seeing, and their effect on mental development. The study is based on observations, reports, and experiments and the author's approach is that of therapeutic pedagogy.

TOWN, C. H. The contribution of visual imagery to verbal thought; a compara-

tive study of seeing and blind subjects. *Illinois Medical Journal*, 26, 1914. pp. 354-358.

Two backward-spelling tests were used with blind and seeing subjects. The results show that visual imagery is not essential to a high degree of language development.

VILLEY, P. Des représentations synthétiques des aveugles. *Journal de Psychologie*, 27, 1930. pp. 391-411.

A discussion of the spatial imagery of the blind. Due to an ability to combine elements of experience, the blind possess relatively extended spatial representations.

———. The world of the blind. New York, The Macmillan Co., 1930. pp. 179-261.

Part III of this book deals with the "substitution of images and the furniture of the mind." Chapter headings are: Spatial images the outcome of the sense of touch; Tactile space and visual space; Value of the spatial images due to touch; Conquest of spatial representations.

YERKES, R. M. Introduction to psychology. New York, Henry Holt & Co., 1911. pp. 204-205.

The writer speaks of the imagery of the blind, and of the blind-deaf, and refers especially to Helen Keller as an example.

## MEMORY

BECHTOLD, E. Über das unmittelbare Behalten bei blinden und sehenden Schulkindern. *Zeitschrift für Kinderforschung*, 30, 1925. pp. 161-171.

A comparison of the direct memory of blind and seeing children on the basis of tests given to 50 students in a school for the blind and to a similar number of seeing public school pupils.

A blind lightning calculator. *Beacon*, 5, 1921, No. 49. p. 5.

A short resumé of the case of remarkable memory reported on in French by Desruelles and Lotte.

BOND, N. J., and DEARBORN, W. F. The auditory memory and tactual sensibility of the blind. *Journal of Educational Psychology*, 8, 1917. pp. 21-26.

This study presents some data relative to certain differences between the blind and the seeing, notably in the excellence of memory for things heard and in tactual sensibility.

BÜRKLEN, K. Blindenpsychologie. Leipzig, Johann Ambrosius Barth, 1924. pp. 217-224.

A survey of some of the available literature on the memory of the blind, with short quotations from a large number of writers.



DES RUELLES. Un calculateur prodige, aveugle-né; contribution à l'étude de la mémoire tactile. *L'Encephale*, 7, 1912. pp. 518-535.

An account of a remarkable case of a boy born blind in whom extraordinary ability in arithmetical calculation was associated with general mental inferiority.

DUFAU, P.-A. Des aveugles. Paris, Jules Renouard & Cie., 1850. pp. 44-48.

Certain examples are given of the apparent superior memory of the blind, but it is pointed out that it has been necessary for the blind to develop their memory to the utmost.

Das Gedächtnis der Blinden. *Schweizerischer Blindenbote*, 7, 1921, No. 10.

A review of Vértès, "Das Gedächtnis der Blinden."

GUILLIÉ, S. An essay on the instruction and amusements of the blind. London, Richard Phillips, 1819. pp. 20-27.

One of the first directors of the institute for the blind in Paris, France, explains the systems of memory training in use at his school.

HAUPTVOGEL, R. Das Gedächtnis der Blinden und ihre Methode Ideen zu bilden mit der 7. Symphonie von Beethoven als Bild derselben. Gerhardt, *Materialien zur Blindenpsychologie*, 1917. pp. 101-105.

The so-called "good memory" of the blind is explained on the one hand as a result of special working habits peculiar to the blind when doing mental work, on the other hand it may be due to more leisure time among the blind.

HAYES, S. P. The memory of blind children. *Teachers Forum*, 8, 1936. pp. 55-59, 71-74, 76-77.

Memory tests such as occur in the Binet intelligence scale have been used with large numbers of blind children. This paper is a presentation of the results of some of these tests.

JAVAL, E. On becoming blind; advice for the use of persons losing their sight. New York, The Macmillan Co., 1905. pp. 134-142.

This writer points out the necessity of a good memory for the blind, and suggests a system of mnemonics which should be helpful to the person who becomes blind later in life.

KLYSSEN, C. Mémoire phénoménale pour

dates. *Archives de Psychologie*, 20, 1927. pp. 234-242.

A report on an exceptional case of memory for figures found in an otherwise backward student in a school for the blind in Holland.

LOTTE, L. Un calculateur prodigé. *L'Encephale*, 15, 1920. pp. 193-206.

The case reported by Desruelles in 1912 is brought up-to-date with new experiments.

MÜLLER, G. E. Zur Analyse der Gedächtnistätigkeit und des Vorstellungsverlaufes. *Zeitschrift für Psychologie und Physiologie der Sinnesorgane. Ergänzungsband* 5, 1911. pp. 59-60.

This writer included some experiments with a blind basketmaker, but the low intelligence of the subject made him unsuitable for such tests.

PETERSON, C. W. How a blind man memorizes. *Etude*, 51, 1933. p. 616.

A blind man tells of his system of memorizing music.

SCHLÜTER, C. Einige mnemonische Bemerkungen für Blinde. *Blindenfreund*, 10, 1890. pp. 137-140, 164-169.

A blind university lecturer explains his methods of training his memory to be a tool for his intellect.

SEGAL, R. Über einige Eigentümlichkeiten des Seelenlebens der Blinden, von Dr. Krogus. *Archiv für die gesamte Psychologie*, 4, 1905, *Literaturbericht*, pp. 99-100.

Review of an article by Dr. A. Krogus which appeared in *Bote der Psychologie der Kriminalanthropologie und des Hypnotismus* (Russian). Experiments were made on 20 blind and 18 seeing girls with regard to touch, hearing and memory.

VÉRTÈS, J. O. Das Gedächtnis der Blinden. *Archiv für die gesamte Psychologie*, 39, 1919-20. pp. 214-231.

A report on experiments intended to determine whether there is a difference in the memory of blind and seeing persons, and if so, which group has the better memory. 20 students from the Budapest Institute for the Blind were used as subjects.

VILLEY, P. Une étude scientifique sur la mémoire des aveugles. *Valentin Haüy*, 1929. pp. 52-54.

Review of "Das Gedächtnis der Blinden," by Vêrtes.

WATSON, E. Music memorization by the blind. *New Beacon*, 14, 1930. pp. 261-263.

Various examples are told of remarkable feats of memorization by blind musicians.

WOOD, D. D. Memory, as applied to the education of the blind. *American Association of Instructors of the Blind*, 1888. pp. 71-74.

The memory of blind persons is not more active than that of the seeing, but must be educated to serve as an educational tool.

ZECH, F. Erziehung und Unterricht der Blinden, Danzig, A. W. Kafemann, 1913. pp. 155-160. (Translated by S. P. Hayes in *Teachers Forum*, 9, 1937. pp. 42-44.)

A director of a German school for the blind points out the importance of developing the memory of blind pupils and gives suggestions for such development.

## MENTAL AND PERSONALITY TESTS

ABEL, G. L. The educational achievement of fifth and sixth grade blind children. *Teachers Forum*, 10, 1938. pp. 109-112.

Abstract of a Masters thesis reporting on the adaptation of the Unit Scales of Attainment for use with blind children. The test was administered according to instructions to 80 fifth grade children and 83 sixth grade children from 12 schools for the blind.

Applying the Binet test to blind children. *Survey*, 35, 1915. p. 114.

A short report on Irwin's work in adapting standard intelligence tests to the blind and making these tests a useful tool in the education of blind children.

BLACK, W. E. Intelligence tests of blind subjects with the modified Bridges point scale. *Australasian Journal of Psychology and Philosophy*, 6, 1928. pp. 64-66.

21 blind subjects were tested by Haines's provisional point scale. The results indicate that this scale afforded a fair provisional method of measuring the intelligence of the blind.

BRADWAY, K. P. Social competence of exceptional children, III, The deaf, the blind, and the crippled. *Journal of Exceptional Children*, 4, 1937. pp. 64-69.

"Presents the results of administering the Vineland social maturity scale to 92 deaf children, 73 blind children, 7 crippled children of normal intelligence, and 37 feeble-minded cripples."

BRANDSTAETER, A. Die Tests und die Blinden. *Blindenfreund*, 40, 1920. pp. 178-186.

A general discussion of the Binet tests and the advantages of their adaptation for use with the blind.

BRIGHAM, C. C. The scholastic aptitude test for the blind. *School and Society*, 51, 1940. pp. 91-96.

Reports on preliminary work in adapting for the use of the blind the Scholastic Aptitude Test of the College Entrance Examination Board.

BRONNER, A. F., HEALY, W., LOWE, G. M., SHIMBERG, M. E. A manual of individual mental tests and testing. Boston, Little, Brown & Co., 1927. pp. 240-241.

References to the work of Haines, Hayes, and Irwin.

BROWN, P. A. A comparison of some personality traits among blind and non-blind high school students. Doctors dissertation, University of Pittsburgh, 1937. (Typewritten)

Studies 96 boys and 122 girls ranging in age from 16-22 years in state schools for the blind, and compares them with a group of seeing high school students. The Neymann-Kohlstedt diagnostic test for introversion-extroversion and the Clark revision of the Thurstone personality schedule were administered to both groups.

———. Responses of blind and seeing adolescents to a neurotic inventory. *Journal of Psychology*, 7, 1939. pp. 211-221.

The Neumann-Kohlstedt diagnostic test for introversion-extroversion and the Clark revision of the Thurstone personality schedule were used for this experiment.

———. Responses of blind and seeing adolescents to an introversion-extroversion questionnaire. *Journal of Psychology*, 6, 1938. pp. 137-147.

The Neumann-Kohlstedt diagnostic test for introversion-extroversion and the Clark revision of the Thurstone personality schedule were administered to 359 sighted high school seniors and 218 blind adolescents between the ages of 16 and 22.

BÜRKLEN, K. Die Anwendung der Binet-Simon-Methode zur Intelligenzprüfung bei blinden Kindern. *Zeitschrift für das österreichische Blindenwesen*, 5, 1918. pp. 959-965.

Adaptation of available intelligence tests for use with blind children, mostly based on Bobertag's material. The writer also gives some suggestions for new tests for the blind.

———. Intelligenzprüfungen bei blinden Kindern. *Zeitschrift für das österreichische Blindenwesen*, 8, 1921. pp. 1438-1440.

A discussion of the fundamental principles of intelligence tests with special suggestions for the adaptation of tests for use with the blind.

CAIRNS, J. H. A survey of pupils at Perkins Institution with respect to vision, intelligence, and hearing. *Teachers Forum*, 11, 1938. pp. 14-16, 19.

Entering pupils at Perkins submit to a number of routine examinations. The information obtained by the physician, ophthalmologist, dentist and orthopedic specialist is supplemented by that contributed by the social worker and the psychometrist. Groups of new pupils are compared with the school population as a whole.

CALDWELL, F. F. A comparison of blind and seeing children in certain educational abilities. New York, American Foundation for the Blind, 1932. 28p. (Abstract from Doctors dissertation, University of California, 1929)

The comparison is made by means of results obtained on the Stanford Achievement tests. Blind children require longer time than do seeing children to complete the tests, but the

achievement of the blind compares very favorably with that of the seeing when allowance is made for the speed handicap.

CAMPBELL, S. E. Psychological tests in American schools for the blind. *Teacher of the Blind*, 9, 1921. pp. 80-82.

A survey of the efforts made in America to prevent educational waste through re-classification of pupils in schools for the blind according to capacity.

CORNELL, A. E. Gauging the minds of the blind. *Technical World Magazine*, 23, 1915. pp. 214-217.

The story of Irwin's efforts to adapt the Binet tests to the blind. Those parts of the Binet method that depend on memory and reasoning alone were left unchanged. For other tests where sight was needed, substitutes that a blind child could understand, were devised.

DAVIDSON, M., and BROWN, A. W. The development and standardization of the I.J.R. test for the visually handicapped. *Journal of Applied Psychology*, 23, 1939. pp. 229-239.

A description of ten subtests of an intelligence test devised for use with visually handicapped children.

DRUMMOND, W. B. A Binet scale for the blind. *Edinburgh Medical Journal*, 24, 1920. pp. 16-31, 91-99.

100 blind children were tested and 88 sighted children were given certain tests with their eyes closed. Two things had to be determined in respect to each test; whether the test is suitable for blind subjects, and whether the test should be graded for the same age as for sighted children. Many references to the work of Haines.

———. A provisional point scale for the blind. *Edinburgh Medical Journal*, 24, 1920. pp. 232-247, 307-323.

This report is based upon the examination of 133 children in various schools for the blind. Descriptions of the tests and directions for administering them are given. The results seem sufficient to establish the fact that the Point Scale for the blind is a useful and reliable instrument for gauging the intelligence of young blind subjects.

EVANS, E. Intelligence tests for the blind. *Teacher of the Blind*, 9, 1921. pp. 79-80.

An abstract of a paper surveying the background and present application of intelligence tests for the blind, with a plea for the adoption of the Drummond revised point scale.

FORTNER, E. N. A group intelligence test in braille. *Teachers Forum*, 11, 1939. pp. 53-56.

A report on the writer's adaptation of the Kuhlmann-Anderson tests, Edition 4, for use with the blind. Directions for giving test 32 is included.

GRASEMANN, P. Die psychologisch-pädagogischen Themen des 14. Blindenlehrerkongresses. *Zeitschrift für pädagogische Psychologie*, 14, 1913. pp. 624-628.

A discussion of various papers given at the conference including Bühler, "Intelligenzprüfungen an Blinden." The writer gives some suggestions for the further development of tests used with blind children.

HAINES, T. H. Mental measurements of the blind; a provisional point scale and data for a year scale. Princeton, Psychological Review Co., 1916. 86p.

This report embodies the results of a psychological survey of the Ohio State School for the Blind. 224 pupils of varying intelligence and different degrees of sight were examined. There are full descriptions of the tests and instructions for administering them, with a revised Point Scale record sheet.

———. A point scale for the mental measurement of the blind. *Journal of Educational Psychology*, 7, 1916. pp. 143-149.

A short report of a psychological survey of 224 pupils of the Ohio State School for the Blind. Full details of this survey are given in the pamphlet *Mental Measurements of the Blind*.

———. A psychological survey of the Ohio State School for the Blind. *Outlook for the Blind*, 9, 1916. pp. 88-92.

A short report of a psychological survey of 224 students of the Ohio State School for the Blind, written especially for superintendents and teachers of other schools for the blind. Full details of the survey are given in the pamphlet *Mental Measurements of the Blind*.

———. Report of new cases and more reliable age norms of intelligence by the

point scale for the blind. *Journal of Educational Psychology*, 10, 1919. pp. 165-167.

Since the publication of *Mental Measurements of the Blind* an additional number of blind pupils have been rated by the Point Scale for the blind. The same test material, examination sheets, and method of administration and scoring of tests have been used as described in the above-mentioned pamphlet.

HAMILTON, C. A. Round table: mental and standard tests in schools for the blind. *American Association of Instructors of the Blind*, 1924. p. 174.

The application and results of mental tests given at the State School for the Blind, Batavia, New York.

HAYES, S. P. Are we getting poorer mental material in schools for the blind? *Outlook for the Blind*, 29, 1935. pp. 181-186.

The writer answers this question in the negative. A chart and a table of the yearly distribution of intelligence quotients of pupils entering two residential schools for the blind are included.

———. Can the blind pass in geography? *Teachers Forum*, 10, 1937. pp. 22-32, 38.

Three standard tests in geography (Hahn-Lakey, Courtis map, Stanford Achievement) are presented with norms for interpretation, and an extended study of the results of the geography test in the Stanford Achievement series.

———. How to handle test results—a plea for the wider use of group tests. *Teachers Forum*, 7, 1935. pp. 82-85.

A presentation of steps necessary for dealing with test results, having as data the scores obtained from a use of the Otis Classification test, Part II. Three tables illustrate the text.

———. Intelligence and amount of vision. *Outlook for the Blind*, 29, 1935. pp. 148-152.

An analysis of answers to a circular letter sent to a number of schools in which a survey of vision had been completed, and in which the pupils were known to have been recently measured with the Hayes-Binet intelligence tests.

———. The measurement of educational achievement in schools for the blind. *Teachers Forum*, 9, 1937. pp. 82-90.



Directions for giving the New Stanford Achievement tests (third revision) adapted for use with the blind. The writer states that it is now possible to make an up-to-date survey of most of the subjects taught in a school for the blind by means of the Stanford Achievement tests.

———. Memorandum on timing the Stanford Achievement tests. *Teachers Forum*, 12, 1940. pp. 59-60.

———. Mental and educational survey in seven schools for the blind. *American Association of Instructors of the Blind*, 1920. pp. 10-17.

More than 450 pupils from the fourth grade up were measured in the regular school subjects and in general intelligence. Methods to be used in interpreting the results of the tests used are discussed.

———. The new revision of the Binet intelligence tests for the blind. *Teachers Forum*, 2, 1929, No. 2. pp. 2-4.

A preface to and an explanation of Hayes, *Terman's Condensed Guide for the Stanford Revision of the Binet-Simon Intelligence Tests Adapted for Use with the Blind*, 1930.

———. Practical hints for testers. *Teachers Forum*, 11, 1939. pp. 82-93.

Surveys the best group tests which have been available for use with the blind, gives a list of test publishers and their offerings, discusses the technique of testing, in particular the timing of tests used with the blind.

———. Preface to the adaptation of the Terman-Binet scale for use with the blind. *Outlook for the Blind*, 17, 1923, No. 3. pp. 26-28.

A reprint of the preface to the "Scissors and Paste" adaptation of Terman's *Condensed Guide for the Stanford Revision of the Binet-Simon Intelligence Tests*.

———. Preliminary study of the influence upon school success of the age at which vision is lost. *American Association of Instructors of the Blind*, 1922. pp. 35-43.

Data from a survey of seven schools for the blind in 1919-20 and of two other schools in 1920-21 has been worked over to discover whether there is a real difference in the achievements of children who lose their sight at different periods of their life.

———. Report of a preliminary test of the reading of the pupils of the Pennsylvania Institution for the Instruction of the Blind at Overbrook, Pa., April, 1917. Philadelphia, Pennsylvania Institution for the Instruction of the Blind, 1918. 20p.

The Courtis Standard silent reading test was used for this experiment. The results indicate that tests of this sort can be adapted for and used with the blind.

———. Self-surveys in schools for the blind; a manual for the guidance of teachers. Philadelphia, Pennsylvania Institution for the Instruction of the Blind, 1921. 60p.

The aim of this booklet is to make it possible for teachers to measure the intelligence and school attainments of their own pupils. It could also be used as a practical guide for testing blind children in clinics, since many of the group tests are readily converted into individual tests.

———. Standard graduation examination for elementary schools: adapted for use in schools for the blind. *Teachers Forum*, 12, 1939. pp. 22-32, 36.

Presents an adaptation for use in schools for the blind of the Standard Graduation Examination developed by Dr. Arthur S. Otis and Dr. J. S. Orleans and published in five equivalent forms—A, B, C, D, and E.

———. Standard tests in elementary subjects in schools for the blind. *American Association of Instructors of the Blind*, 1918. pp. 42-54.

Gives a brief account of the methods of applying certain standard tests to blind pupils and a discussion of the results thus far obtained in three schools. Tests were used in four fundamental elementary subjects: reading, spelling, arithmetic, and language.

———. Ten years of psychological research in schools for the blind. Philadelphia, Pennsylvania Institution for the Instruction of the Blind, 1927. 16p.

A survey of the program of mental testing carried on in certain schools for the blind with the cooperation of the American Association of Instructors of the Blind and the American Foundation for the Blind during the years 1917-1927.

———. Terman's condensed guide for the Stanford revision of the Binet-Simon

intelligence tests, adapted for use with the blind. Watertown, Mass., Perkins Institution, 1930. 47p.

The final adaptation of Terman's *Guide* for use with the blind, based on the "scissors and paste" edition of 1923. Some new tests and explanatory material are included in the present edition.

———. What do blind children know? *Teachers Forum*, 11, 1938. pp. 22-29, 32.

Recommends a more extended use of standard tests of information and achievement to give an annual check on progress by means of the Sangren Information Tests, the Stanford Achievement tests, the Otis-Orleans Standard Graduation Examination, and the Sones-Harry High School Achievement test.

———. Why measure? *Teachers Forum*, 1, 1928, No. 2. pp. 5-6.

A plea for a wider use of intelligence tests in schools for the blind.

———. Words are wise men's counters (Hobbes): how rich are the blind? *Teachers Forum*, 10, 1938. pp. 94-103, 108.

An attempt to show how efficient blind children are in the *understanding* of words. As evidence are presented the results of the Terman Vocabulary test given to classes by the group method and to individuals in the course of Binet testing, and the results of the word meaning test in the Stanford Achievement test series.

———. The work of the Department of Psychological Research at the Pennsylvania Institution for the Instruction of the Blind, Overbrook. *Outlook for the Blind*, 17, 1920. pp. 5-20.

A report to workers for the blind on the first three years of the work of the Department, with special reference to the efforts carried on to develop and apply methods for testing the mentality of the students, to adapt to the blind some of the standard tests of school subjects, and to work towards a method of vocational guidance through the use of some of these tests.

———, and IRWIN, R. B. Condensed guide for the Stanford revision of the Binet-Simon intelligence tests, by L. M. Terman, adapted for use with the blind. 1923. ("Scissors and paste" adaptation)

The preliminary adaptation of Terman's *Condensed Guide*.

HOLLAND, B. F. A standardized Spanish test for use with blind pupils. *Teachers Forum*, 8, 1935. pp. 8-12, 18.

Deals with an adaptation of the American Council Alpha Spanish test for use with blind pupils and presents the results of the revised text applied to pupils in the Texas School for the Blind.

———. A study of the reactions of physically normal, blind, and deaf children to questions in a verbal intelligence test. *Teachers Forum*, 9, 1936. pp. 2-10.

The Otis Classification test, Part II, Form A was given to 229 seeing children, 66 blind, and 68 deaf children in corresponding grades. Physically normal and blind children made approximately equal scores and both made higher scores than the deaf.

IRWIN, R. B. A Binet scale for the blind. *Outlook for the Blind*, 8, 1914. pp. 95-97.

Reports on preliminary work in adapting the Binet tests for use with the blind.

JOHNSON, B. Survey of schools. *American Association of Instructors of the Blind*, 1920. pp. 17-18.

A discussion of Hayes' paper "Mental and educational survey in seven schools for the blind."

KAPPES, M. Measures of musical talent. *Teachers Forum*, 4, 1931. pp. 2-7.

Two tests, the Seashore phonograph tests for sense of pitch and sense of intensity, and the Kwalwasser test of music information and appreciation were used illustratively in this paper. Methods and procedure for an arrangement of these tests in braille are explained.

———. Tests and measurements in music adapted for use with blind subjects. Masters thesis, Western Reserve University, 1930. 55p. (Typewritten)

A survey of the available material in this field; a discussion and criticism of the usefulness of such measures; an outline of the technique of their adaptation for use with tactual readers; and a suggested program for the further development of such material and for its use in institutions and day school classes for the blind.

KREMER. Testprüfung an blinden Kindern im Alter von 14-15 Jahren. *Blindenfreund*, 46, 1926. pp. 53-61.

34 students at the school for the blind in Düren were measured with the Voss selection of intelligence tests for the blind. 17 of these students were totally blind, the rest had various degrees of sight. A comparison is made between the results obtained for each group. The blind were found to be superior in word memory, but inferior in space perception.

LEMBCKE. Meine Stellung zu einigen aktuellen Fragen des Blindenwesens. *Blindenfreund*, 46, 1926. pp. 238-245.

A criticism of Voss' experiments with intelligence tests in schools for the blind in Germany. The writer considers the value of these tests as rather limited.

McMANAWAY, H. M. Tests and measurements. *American Association of Instructors of the Blind*, 1920. pp. 19-20.

A discussion of Hayes' paper "Mental and educational survey in seven schools for the blind."

MAXFIELD, K. E. Adaptation of educational tests for use with blind pupils. New York, American Foundation for the Blind, 1927. 56p.

In 1917, Hayes began the use of educational tests in a school for the blind. This pamphlet tells of the tests which were adapted for use with the blind during the next ten years, discusses some of the test results, and makes suggestions for further adaptations.

———. The blind child. *Mount Holyoke Alumnae Quarterly*, 1925. pp. 113-114.

A short discussion of the difficulty of adapting educational tests for use with blind children and of establishing reliable standards for such tests.

———. The blind child and his reading; a handbook for teachers of braille reading. New York, American Foundation for the Blind, 1928. pp. 154-181.

One chapter of this book is devoted to tests and records. A general discussion is given of the use of educational tests in schools for the blind and of the various tests which have been adapted for use with blind children.

MERRY, R. V. Adapting the Seashore musical talent tests for use with blind pupils. *Teachers Forum*, 3, 1931, No. 4, pp. 15-

19. (Also *Teacher of the Blind*, 19, 1931. pp. 121-124.)

44 blind subjects were given the Seashore musical talent tests. The results indicate that an adaptation for use with blind pupils would be possible. These tests measure native capacity only.

———. Applying psychological tests to the deaf-blind. *Volta Review*, 34, 1932. pp. 406-407.

The writer emphasizes several points to be considered if psychological tests are to be made a helpful tool in the education of the deaf-blind.

———. A case study in deaf-blindness. *Journal of Abnormal and Social Psychology*, 25, 1930. pp. 133-148.

Certain selected intelligence and achievement tests were given to a blind-deaf boy about 18 years old. Results show that while it may be impossible to obtain a quantitative score, a qualitative study of test results will indicate with some accuracy whether the individual in question is of good native intelligence.

———. Problems in the education of visually handicapped children. Cambridge, Harvard University Press, 1933. pp. 116-153.

A survey of the development of intelligence tests for blind children; also non-verbal tests of intelligence. There is also a discussion of educational achievement tests adapted for blind children. Many references in the text to other literature on the subject.

———, and MERRY, F. K. The finger maze as a supplementary test of intelligence for blind children. *Pedagogical Seminary and Journal of Genetic Psychology*, 44, 1934. pp. 227-230.

An experiment with a high-relief maze was undertaken upon 30 blind children, 8 to 16 years of age. Results indicate that the finger maze should be a valuable supplement to existing intelligence tests for blind children.

MUHL, A. M. Results of psychometric and personality studies of blind children at the California School for the Blind. *American Association of Instructors of the Blind*, 1930. pp. 568-573.

These studies were part of a two-year research program conducted at the school. Gives

a discussion of the various results of the studies, with suggestions for further investigations and possible improvements.

NIDAY, W. R. Nation-wide survey of braille reading in speed and comprehension. Masters thesis, Ohio State University, 1939. (Typewritten)

Presents 50 tables of results of applying the Monroe silent reading test to students in residential schools for the blind and in public school classes.

PECHSTEIN, L. A. Factors influencing the school success of the blind. *School and Society*, 19, 1924. pp. 47-52.

A study of the pupil population of a school for the blind, considering school marks on a percentage basis as assigned by teachers, and the use of intelligence quotients determined by individual intelligence examinations.

PEISER, A. Ist die Testmethode abgetan? *Blindenfreund*, 43, 1923. pp. 85-87.

An answer to Zech's review of Voss' book on intelligence tests for the blind. The writer pleads for an unbiased attitude in the evaluation of test methods.

PINTNER, R. Intelligence testing; methods and results. New York, Henry Holt and Co., 1923. pp. 9, 330-336.

A summary of the research work done on the construction of scales for intelligence measurement of the blind. The results of the tests so far published show the blind as a group somewhat inferior mentally to the sighted.

———. Intelligence testing; methods and results. New York, Henry Holt and Co., 1931. New ed. pp. 173, 426-431.

In this new edition the 1923 book is brought up to date and some new material added.

PORTEUS, S. D. Studies in mental deviations. Vineland, N. J., The Training School, 1922. pp. 59-65.

Measurements were obtained of 143 students of the Pennsylvania Institution for the Instruction of the Blind to investigate whether blindness causes diminished brain growth. Three tables are used to illustrate the results, but the conclusions are only suggestive.

RICKSECKER, C. W. To what extent are braille children educationally handicapped? a comparison of braille and

sighted children in writing, speed and comprehension in reading. *High School Teacher*, 8, 1932. pp. 262-263.

Three braille students were compared to a group of seeing children in the same grade. Blind children seem at a disadvantage in tests of speed in reading and writing braille, while they show unexpected power of achievement in tests where questions are dictated.

SARGENT, R. F. The Otis classification test —form A, part II, adapted for use with classes of blind children. *Teachers Forum*, 4, 1931. pp. 30-33.

During the school year 1928-1929 this adaptation was given to 210 pupils in two schools for the blind. The questions which have been specially adapted are listed and directions for administering the test are given.

SCHEIDEMANN, N. V. The psychology of exceptional children. Boston, Houghton Mifflin Co., 1931. pp. 368-371.

Refers to the Hayes revision of the Binet intelligence tests adapted for the blind.

Self-surveys in schools for the blind. *Teacher of the Blind*, 10, 1922. pp. 28-30.

A review of *Self-Surveys in Schools for the Blind*, by Hayes.

THOMAS, M. O. Monroe's standardized silent reading; tentative adaptation for use with the blind. *Teachers Forum*, 2, 1930, No. 5. pp. 6-8.

Instructions for giving the Monroe's standardized silent reading test to blind children.

TRAFTON, H. R. Additional records made by blind students on the Seashore tests. *Teachers Forum*, 4, 1932. pp. 92-93.

31 blind pupils of Perkins Institution were given the Seashore test in 1932. The ratings of the pupils were combined with ratings obtained from 44 blind subjects tested by Merry, and the results were grouped according to his threefold classification.

Voss, W. Anweisung für eine Intelligenzprüfung blinder Kinder im Alter von 14 Jahren. *Blindenfreund*, 45, 1925. pp. 25-56.

Instructions for administration of intelligence tests for blind children, 12-17 years old. The writer uses available German test material and



his own tests on space perception. Criticism and suggestions for changes are invited from other teachers of the blind.

———. Die Beurteilung der Testleistungen; experimentelle und kritische Beiträge zur Methodik der Intelligenzprüfungen. Berlin, Volkskraft Verlagsgesellschaft, 1922. 104p.

———. Vorschläge zur Durchführung einer Intelligenzprüfung. *Blindenfreund*, 45, 1925. pp. 210-212.

Some changes to be made in the original Voss adaptation of intelligence tests for the blind. These changes were suggested by remarks and comments from other teachers of the blind.

ZECH, F. Die Beurteilung der Testleistungen. *Blindenfreund*, 43, 1923. pp. 53-58.

A review of Voss, *Die Beurteilung des Testleistungen*. The writer considers the test methods rather impractical and problematical in use with the blind.

## PERSONALITY PROBLEMS AND EMOTIONAL LIFE

ADAMS, C. M. The world as a blind man sees it. *Everybody's Magazine*, 54, 1926. pp. 110-113, 180.

BOLTON, J. S. Special varieties of dementia. *Journal of Mental Science*, 54, 1908. pp. 265-289.

Considers the question of dementia following sense deprivation, with special reference to mental disease following the loss of sight.

BROOKS, E. The mental hygiene of the blind. *American Association of Instructors of the Blind*, 1934. pp. 212-217.

Discusses various personality problems which may be met with in a school for the blind, and suggests the development of a general program of mental health along with the educational one.

COHN, L. An introspective study on the psychology of the blind. Bürklen, *Touch Reading of the Blind*, 1932. pp. 62-70. Self-observations by a blind man.

CUTSFORTH, T. D. Blindness as an adequate expression of anxiety. *American Association of Workers for the Blind*, 1939. pp. 113-115.

An interpretation of the effects of blindness on personality in terms of modern psychiatric concepts.

DEUTSCH, F. The sense of reality in per-

sons born blind. *Journal of Psychology*, 10, 1940. pp. 121-140.

An experimental study on the problem of whether the lack of sight affects the sense of reality in children born blind. Wooden blocks of different shapes were used and their symbolic meaning recorded and interpreted from a psychoanalytic point of view.

DUMAS, G. La mimique des aveugles. *Bulletin de l'Académie de Médecine*, 107, 1932. pp. 607-610. (Translated and abbreviated in . . . *And There Was Light*, 2, 1932, No. 5. pp. 30-33.)

Resumé of observations made on congenitally blind persons in Paris, France. The blind were asked to mimic strong or weak emotions, delight, etc., and were found incapable of doing so. The writer concludes that mimicry is entirely of visual origin.

DUNTON, W. R. Mental state of the blind. *American Journal of Insanity*, 65, 1908. pp. 103-112.

Data compiled by a physician on the reaction to incurable blindness acquired in adult life.

EARLE, F. M. The psychology of the blind. *New Beacon*, 17, 1933. pp. 174-177, 212-213.

A popular discussion of the experiences of a psychologist in his work with the blind.

FARRELL, G. Mental hygiene for the blind. *American Association of Instructors of*

*the Blind*, 1938. pp. 135-141. (Also *Mental Hygiene*, 23, 1939. pp. 215-227.)

Stresses the importance of mental hygiene for the blind and discusses its place in a modern educational program.

FISKE, M. Blindness: a psychological problem. *Teachers Forum*, 9, 1937. pp. 47-55, 59.

Discusses such important problems as the attitude of parents towards their blind children, personality problems in the school for the blind, psychological aspects of economic adjustment, and psychological problems of adult adjustment.

FRANKLAND, M. Adjustment to blindness. *New Beacon*, 21, 1937. pp. 117-118, 158-159, 186-187.

A blind man describes his efforts to adjust to blindness in adult life.

FRENCH, R. S. Some thoughts on personality problems and general guidance. *American Association of Instructors of the Blind*, 1938. pp. 227-230.

This paper includes suggestions for a social guidance program for the blind.

FRIES, E. B. The social psychology of blindness. *Journal of Abnormal and Social Psychology*, 25, 1930. pp. 14-25.

Discusses adjustment to blindness as a personal struggle of the blind person himself. His success will be determined largely by the attitude of his family and the public toward him.

GERHARDT, F. VON. Aus dem Seelenleben des Blinden; psychologische Studie auf Grund persönlicher Beobachtungen. Frankfurt a.M., Emil Münster, 1916. 36p.

Aphoristic comments on personal experiences of this blind writer.

———. Die Weltanschauung des Blinden. *Deutsche Psychologie*, 3, 1921. pp. 260-275.

A blind man's philosophy of life.

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# VOCATIONS AND ECONOMIC ADJUSTMENT





# VOCATIONAL GUIDANCE AND PLACEMENT

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KRIEGBESCHÄDIGTEN- UND KRIEGSHINTERBLIEBENEN-FÜRSORGE. Die Berufsfürsorge für Kriegs- und Zivilblinde bei der Vermittlungsstelle für Schwerbeschädigte, Erwerbsbeschränkte und Unfallverletzte der Stadt Berlin. 1926. 28p.

Placement of blind war veterans in Berlin, Germany. Stenography, telephone switchboard operating, massage, jobs in industry are some of the occupations considered in this pamphlet.

LA DAME, M. Securing employment for the handicapped. New York, Welfare Council of New York City, 1927. 133p.

A study of placement agencies working with the handicapped in New York City.

LATIMER, H. R. Placement—its scope and meaning. *American Association of Workers for the Blind*, 1935. pp. 223-230.

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MEYER, G. F. The responsibility of the school for vocational guidance and placement. *American Association of Instructors of the Blind*, 1930. pp. 505-511.

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Placement work for the blind in Pennsylvania.

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Report of placement work for the blind in Pennsylvania.

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A contribution to the question of vocational guidance and placement for the blind in Germany, with reference to the German law for the employment of the disabled.

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ployment of the blind in England, including vocational training and placement.

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ROSE, M. A. A blind worker in every factory. *Readers Digest*, 32, 1938, No. 189. pp. 93-95.

An interview with J. F. Clunk regarding the new opportunities for the blind created by the Randolph-Sheppard Act.

SCHREIDER, E. L'adaptation professionnelle des aveugles. *Travail Humaine*, 4, 1936. pp. 71-80.

A study of the employment situation in regard to the blind in France. It is suggested that institutions for the blind need a specially trained staff, a wide range of equipment and facilities for vocational guidance.

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WILBER, L. Vocations for the visually handicapped; a study of the need for vocational guidance in residential schools for the blind. New York, American Foundation for the Blind, 1937. 224p.

A comprehensive work on the vocational adjustment of the blind covering the historical backgrounds, trends in the vocational education of the visually handicapped, and the development of a vocational guidance program in residential schools for the blind.

# VOCATIONAL AND PRE-VOCATIONAL TRAINING

## VOCATIONS AND AVOCATIONS

### GENERAL WORKS

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———. Vocations that are being successfully followed by blind people for which adequate training facilities should be provided. *National Catholic Educational Association, Proceedings and Addresses*, 1935. pp. 239-256.

Discusses: 1, How may we train the blind for commercial vocations? 2, Salesmanship. 3, Successful professional vocations for the blind. 4, Trades practiced by the blind.

BARTSCH, K. Wie ertüchtigen wir den Blinden für das Leben? *Beiträge zum Blindenbildungswesen*, 3, 1932. pp. 45-57.

Vocational training as given to the blind in Germany. The various trades and occupations are surveyed with a view to determine their suitability as vocations for the blind.

BAUER, J. I. Wie kann die Blindenfortbildungsschule helfen, unsere Lehrlinge zu tüchtigen Handwerkern zu erziehen? *Blindenlehrerkongress*, Halle, 1904. pp. 79-107.

A paper given at the German congress of teachers of the blind on the place of vocational training in the residential schools for the blind in the beginning of the century.

BROWN, C. L. Special training for competitive, gainful occupation in industry, commerce, etc. *American Association of Workers for the Blind*, 1935. pp. 249-253.

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BURRITT, O. H. The expanding view of the field for service of our special schools. *American Association of Instructors of the Blind*, 1912. pp. 34-42.

A description of the work of a field officer of a school for the blind in arranging for additional outside vocational training for students with special interests and aptitudes, and in making contacts for placing such students in jobs outside the school.

———. What has work for the war-blinded soldier taught us that we can with profit incorporate into our school work? *American Association of Instructors of the Blind*, 1920. pp. 56-59.

Suggestions for pre-vocational training in schools for the blind, with scholarships and special arrangements for further training for those students who show special aptitude for one specific vocation.

CARMER, D. R. Industrial life of the blind in Central Europe. *American Association of Workers for the Blind*, 1927. pp. 114-122. (Also *Occupational Therapy and Rehabilitation*, 6, 1927. pp. 463-471.)

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CHAKERIAN, C. G. Public provision for the blind. *Studies in the Science of Society Presented to Albert Galloway Keller*, Yale University Press, 1937. pp. 85-106.

An historical survey of welfare work for the blind with special emphasis on the education of blind children and the vocational training and employment opportunities of the blind adult.

CHEVENIN, J. Technical instruction and employment of the blind in France. *International Conference on the Blind*

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A French delegate to the Conference tells of the vocational training given in schools for the blind in France at the time.

CLIFFORD, L. I. Coordination of sewing and fancy work. *American Association of Instructors of the Blind*, 1938. pp. 217-220.

Sewing and other handicrafts as taught at the Western Pennsylvania School for the Blind.

COLLEGE OF TEACHERS OF THE BLIND AND THE NATIONAL ASSOCIATION OF WORKSHOPS FOR THE BLIND. Courses of instruction in industrial subjects for the blind, with preface by Sir Arthur S. Macnalty. London, 1937. 39p.

A model syllabus of courses in basket making, bedding and mattress making, boot making and repairing, brush making, cabinet making, chair seating, coir coal-bag making, hand-loom weaving, machine knitting, mat making, pianoforte tuning and repairing.

Dow, J. J. Summer schools for blind men. *American Association of Workers for the Blind*, 1911. pp. 26-29.

Vocational training given among other subjects at summer courses at the school for the blind, in many cases leading to self-support and independence on the part of the trainee.

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A survey of the vocational training given in residential schools for the blind at the time.

FARRELL, G. Observations from a tower of ivory. *Outlook for the Blind*, 33, 1939. pp. 68-74.

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FEILCHENFELD, W. Berufsausbildung und Versorgungsmöglichkeiten der Blinden und Sehgeschwachen. *Klinische Wochenschrift*, 7, 1928. pp. 2304-2306.

A description of the vocational training offered in special training establishments combined with schools for the blind in Germany.

FRENCH, R. S. From Homer to Helen Keller; a social and educational study of

the blind. New York, American Foundation for the Blind, 1932. pp. 196-220.

In his chapter on vocations and avocations of the blind as related to their education, Dr. French discusses the vocational training given in schools for the blind, its purpose and its adequacy.

GARDINER, H. F. An honorable living. *American Association of Instructors of the Blind*, 1916. pp. 61-70.

A survey of occupations for which blind persons may be trained with good results, with a discussion of whether such training should be given in schools for the blind or in workshops or training centers.

GRASEMANN, P. General education and vocational training. *World Conference on Work for the Blind*, New York, 1931. pp. 52-66.

The section of this paper that deals with vocational training takes up the question of general manual training vs. vocational preparation, the aims of the vocational training of the blind and whether such training is the task of the institution for the blind or not.

GREAT BRITAIN. MINISTRY OF HEALTH. ADVISORY COMMITTEE ON THE WELFARE OF THE BLIND. Report of the Sub-committee on marketing and other matters affecting the employment and vocational training of blind persons. London, H. M. Stationery Office, 1934. 71p.

Chapter 9 of this report deals with vocational training of the blind, the various trades in which such training is being furnished, the proportion of trainees to be employed, and the need for care in the selection of candidates for training.

GREEN, S. M. The technical training and industrial employment of the blind in the United States. *International Conference on the Blind and Exhibition*, Manchester, 1908. pp. 81-87.

A survey of the vocational training given in schools for the blind in America at the time.

HALFACRE, D. F. Pre-vocational work in classes for the blind. *Outlook for the Blind*, 28, 1934. pp. 151-155.

Clay modeling, pottery, carpentry, basketry, weaving, leather work are some of the pre-vocational work done by children in the classes for the handicapped of the Los Angeles Public Schools.



HAMILTON, J. P. The necessity of public provision for the employment of the blind. *American Association of Workers for the Blind*, 1907. pp. 88-90.

This paper is one of the early pleas for public support of a program of vocational training for the blind.

HARDIN, G. Vocational opportunities as seen by an adult worker for which schools should prepare their pupils. *American Association of Workers for the Blind*, 1939. pp. 183-187.

Discusses the responsibility of the schools for the blind in the vocational training of their students.

HAYES, C. B. Vocational training of the blind girl. *American Association of Instructors of the Blind*, 1924. pp. 162-166.

A plea for individually suitable vocational training and correct placement of the blind girl, and suggestions for methods to make such services possible.

HERODEK, C. The vocational training and placement of the blind. *World Conference on Work for the Blind*, New York, 1931. pp. 517-522.

The Hungarian delegate to the Conference surveys vocational training of the blind in general and in his own country in particular.

JONES, C. H. Industrial education of the blind. *American Association of Workers for the Blind*, 1905. pp. 14-20.

The first introduction of vocational training in schools for the blind especially in regard to Connecticut.

LANGWORTHY, F. M. The sloyd system of manual training. Watertown, Perkins Institution, 1927. 28p.

Describes the sloyd system of manual training as used in the girls' department of Perkins Institution.

LEAGUE OF NATIONS. HEALTH ORGANIZATION. Report on the welfare of the blind in various countries. Geneva, League of Nations, 1929. pp. 37-44, 137-166.

Chapter 8 of this report discusses in general the information received in regard to vocational training of the blind; Appendix 6 gives specific data from the various countries that replied to the questionnaire sent out.

LELIÈVRE, D. General education and special training of the young blind for a career. *World Conference on Work for the Blind*, New York, 1931. pp. 41-51.

One of the French delegates to the Conference tells of the musical training and the trades taught in French schools for the blind.

LONG, S. V. Some things that graduates of schools for the blind can do. *American Association of Instructors of the Blind*, 1936. pp. 115-119.

A general survey of the vocational opportunities for the blind and the training they can obtain.

MCAULEY, J. H. Redirection of industrial arts teaching in schools for the blind. *American Association of Instructors of the Blind*, 1936. pp. 69-72.

Explains the plan of teaching industrial arts in the Ohio State School for the Blind and the standard achievement sheets used in connection with these courses.

MCDONALD, J. T. The present status of vocational education in schools for the blind. *American Association of Instructors of the Blind*, 1928. pp. 361-363.

A survey was made, by the help of a questionnaire of the status of vocational training in residential schools for the blind.

MAXFIELD, K. E. Vocational preparation and placement of visually handicapped children. *Teachers Forum*, 3, 1931, No. 5. pp. 5-8.

A paper prepared for the White House Conference on Child Health and Protection which gives comprehensive data on vocational training of the blind in the United States.

MORRIS, D. V. A new approach to the employment of the blind. *American Association of Workers for the Blind*, 1939. pp. 222-228.

Vocational training offered to the blind by the Division of the Blind, Olympia, Washington; with some remarks on the vocational opportunities found for them.

OLIPHANT, G. F. What should be the training of those pupils who show no ability to follow successfully a higher educational or musical career, and at what

age should such training begin? *American Association of Workers for the Blind*, 1911. pp. 64-71.

Suggestions for making more successful the manual training and the industrial departments in residential schools for the blind.

PALMER, E. L. Vocational preparation in a school for the blind. *Outlook for the Blind*, 33, 1939. pp. 1-6.

Outlines in general terms a vocational guidance and training program for a school for the blind.

POSTON, N. E. Some things that graduates of schools for the blind should be able to do. *American Association of Instructors of the Blind*, 1936. pp. 119-123.

Points some of the things all blind graduates should have been taught to do for themselves and as an assistance to others.

Purposes in education: for life and for a living. *World Conference on Work for the Blind*, New York, 1931. pp. 366-372.

A round table discussion mainly devoted to vocational training of the blind in various parts of the world.

PURSE, B. Some commercial aspects of industrial training. *Beacon*, 6, 1922, No. 66, pp. 1-4, & No. 67. pp. 1-6.

This paper deals with two distinct types of training establishments, the residential school with a properly equipped technical department, and the ordinary workshop which offer training to people who find their way there in adult life.

REINHARD, G. Die technische Ausbildung der Blinden und die Fürsorge für dieselben nach ihrer Entlassung aus der Blinden-Anstalt. *Blindenlehrerkongress*, Wien, 1873. pp. 62-79.

A director of a German school for the blind reports on the vocational training given the blind students in his school about the year 1870.

SCARBERRY, W. G. Industrial arts instruction, its extent and aims. *American Association of Instructors of the Blind*, 1936. pp. 107-111.

A survey of the vocational training in schools for the Blind in the United States, based on replies to questionnaires. The discussion per-

tains to such training, both from the vocational and the general education standpoint.

———. Report of the industrial arts education committee. *American Association of Instructors of the Blind*, 1938. pp. 244-253, 265-277.

Discusses in general terms the value of industrial arts in the education of the blind, and suggests general shop courses suitable for both girls and boys.

———. Vocational training in residential schools for the blind. Masters thesis, Ohio State University, 1935. 119p. (Mimeographed)

This study endeavors to show what vocational courses are offered, to define such courses, and to learn to what extent each is taught in the various schools for the blind in the United States.

SCHOBER, H. Comments on carpentry work for the sightless. *Teachers Forum*, 9, 1937. pp. 93-94.

Carpentry taught in a school for the blind.

TYNAN, M. I. What type of education do adult workers expect schools for the blind to give their graduates? *American Association of Workers for the Blind*, 1933. pp. 28-34.

A survey of the vocational training in schools for the blind at the time and suggestions for making this training, whether it is vocational or pre-vocational, as effective as possible.

UNDERWOOD, J. E. Technical training. *Teacher of the Blind*, 25, 1936. pp. 63-68.

Introduction; Aim of training; Selection of candidates for training and choice of occupation; Co-operation between local education authorities, training and employment agencies; Qualifications of craft instructors; General education and physical training during a period of learning a craft.

VEVLE, M. R. Business relations and occupations as taught at the Minnesota School for the Blind. *Teachers Forum*, 7, 1935. pp. 42-46.

Not a vocational course as such, but one that will teach efficiency in the handling of personal business affairs and give knowledge of vocational opportunities and their requirements for success.

WINIFREDE, SISTER M. Is the school for the blind responsible for vocational training and placement? *National Catholic Educational Association, Proceedings and Addresses*, 1931. pp. 692-696.

WOOD, G. T. Training the blind in brush-making. *Teacher of the Blind*, 23, 1935. pp. 210-215.

Training in brushmaking at the Technical Training School for the Blind, Leeds, England.

## COMMERCIAL TRAINING

BAXTER, M. Typewriting. *Teacher of the Blind*, 26, 1938. pp. 99-103.

Discusses the value of a knowledge of typewriting to the blind person.

Blind dictaphone operators and typists in the United States and Canada—A symposium. *Outlook for the Blind*, 18, 1924, No. 3. pp. 15-36.

Letters, testimonials and biographical sketches regarding blind dictaphone operators and typists employed in various commercial offices.

Breadwinners—with modern office machines. *Office Economics*, 1, 1935, No. 5. pp. 8-9, 59-60.

Deals with the success of blind office workers.

COWGILL, A. G. A business course an essential part of the curriculum of schools for the blind. *American Association of Workers for the Blind*, 1907. pp. 11-16. (Also *Outlook for the Blind*, 1, 1907. pp. 91-96.)

This paper attempts to show that a practical education in business and in the science of selling may open up opportunities for talent hitherto unproductive and encourage the development of initiative.

ENGLER, C. A survey of typing departments in state schools for the blind. *Teachers Forum*, 7, 1935. pp. 62-64, 74.

The information gathered is based on answers to a questionnaire received from thirty-six schools for the blind.

———. Teaching typing in the Wisconsin School for the Blind. *Teachers Forum*, 9, 1937. pp. 62-70.

Based on ten years' experiences as teacher of commercial subjects, the writer outlines the typing courses given in the fifth grade on through the sixth, seventh and eighth grades.

FÖRSTER, W. Wie ich Blindenstenotypist

wurde. *Beiträge zum Blindenbildungswesen*, 10, 1939. pp. 26-28.

A blind German stenographer tells of his success in his work.

FRASER, C. F. Commercial training for the blind. *International Conference on the Blind and Exhibition*, Manchester, 1908. pp. 96-100.

A description of the commercial training given at the Halifax School for the Blind, with special emphasis on a system of book-keeping in braille.

GEIGER, L. L. Commercial education for the blind. Masters thesis, Boston University, 1935. 100p. (Typewritten)

"Attempts to present a representative picture of what is being done in the commercial training of the blind in the 47 schools for the blind throughout the country. Discusses the teaching of typewriting, Braille shorthand, dictaphone operating, junior business training, business English, economics, salesmanship and office practice, other commercial subjects, and testing for the blind."

GROSBACK, H. A. Methods used in teaching typewriting and other commercial subjects. New York, New York Institute for the Education of the Blind, 1937. (Monograph No. 6, pp. 119-129.) (Mimographed)

HIRSCH, B. Two hundred blind stenographers from "Geheimrat Silex," the school for the war-blind. *Outlook for the Blind*, 26, 1932. pp. 161-166.

Tells of a successful German experiment in training war-blinded soldiers and other blind persons for positions as stenographers and typists in offices.

HOLT, E. Dictaphone equipment as used at the Oklahoma School for the Blind. *Teachers Forum*, 11, 1938. pp. 11, 13.

Describes the Miller system of teaching typewriting which involves the use of the dictaphone with the multiple tube attachment, specially equipped for school use.

KING, E. F. Learning to typewrite in the Western Pennsylvania School for the Blind. *National Commercial Teachers Federation, Yearbook*, 5, 1939. pp. 295-298.

LARSON, L. E. Blind dictaphone operators. *Teachers Forum*, 2, 1930, No. 5. pp. 2-3.

This survey of opportunities for the blind as dictaphone operators is based on interviews with blind dictaphone operators and their employers.

LONG, S. V. Commercial education for the blind. *Teachers Forum*, 11, 1938. pp. 17-19.

A review of *Commercial Education of the Blind*, by Lorraine Louise Geiger, an unpublished masters thesis.

———. Commercial training for the blind at Overbrook. *Gregg Writer*, 31, 1929. pp. 205-207.

Instruction is given in typewriting, junior business training, bookkeeping, braille shorthand, business English, commercial law, business arithmetic, and secretarial studies.

———. Experiments in commercial education at Overbrook. *Teachers Forum*, 3, 1930, No. 1. pp. 6-9.

The aim of this course "is to teach the common, ordinary business practices that are needed in the business of daily living", such as typewriting, bookkeeping, business arithmetic and calculation, etc.

LOVEWELL, R. Tough sledding—but he's winning out! *American Magazine*, 84, 1917, No. 6. pp. 52-53.

The story of Arnold Hiller, blind, but a success as a dictaphone operator.

MERWIN, S. B. Why typewriting? *American Association of Instructors of the Blind*, 1918. pp. 16-17. (Also *Outlook for the Blind*, 12, 1918. pp. 49-51.)

A discussion of the proper place of type-

writing in a school for the blind, whether the time given to instruction in this subject is justified, and what is the real purpose of such instruction.

SIBLEY, M. C. The future of the dictaphone operator without sight. *Outlook for the Blind*, 17, 1923, No. 1. pp. 9-10.

SMITH, A. Can blind people file correspondence? *Outlook for the Blind*, 23, 1930, No. 4. pp. 32-34.

The question is answered in the affirmative by one who has developed her own system of filing.

STAINSBY, H. Typewriting for the blind. *Blind*, 1, 1898. pp. 18-22.

Recommends typewriting and operation of a "commercial phonograph" as an occupation for the blind.

———. A typewriting office with blind operators. *Blind*, 1, 1900. pp. 159-166.

Tells of a successful experiment in conducting a typing service with blind women typists.

STREHL, C. Die höhere Handelsschulabteilung der Marburger Blindenstudienanstalt. *Beiträge zum Blindenbildungswesen*, 5, 1934. pp. 87-96.

Information about the advanced commercial training offered to the blind at the Blindenstudienanstalt at Marburg-Lahn, Germany.

VEVLE, M. R. Business relations and occupations as taught at the Minnesota School for the Blind. *Teachers Forum*, 7, 1935. pp. 42-46.

This course aims at giving the children a knowledge of general business facts and practices, an adequate skill in the use of necessary devices and procedures, and a knowledge of various activities by which the world's work is carried on. The course is not vocational.

WESTPHAL, B. Die höhere Handelsschulabteilung der Blindenstudienanstalt in Marburg-Lahn. *Beiträge zum Blindenbildungswesen*, 3, 1932. pp. 2-8.

Gives information about the advanced commercial training offered by the Blindenstudienanstalt in Marburg-Lahn, Germany.



## FARMING

- AGETE, F. La enseñanza de la agricultura a los ciegos. *Revista de Agricultura, Comercio y Trabajo*, 14, 1933, No. 11. pp. 3-11.  
Blind people are being trained as farmers at the school for the blind in Havana, Cuba.
- BUNTING, M. A battle for independence. *Outlook for the Blind*, 24, 1930, No. 3. pp. 13-16.  
The life stories of a blind man and his blind wife who are making a living in farming specializing in poultry and sheep raising.
- DELAMARTER, A. Vocational agriculture for the blind. *Teachers Forum*, 12, 1940. pp. 68-69, 79.  
Describes the courses given at the Michigan School for the Blind in various forms of agriculture.
- F., J. W. Experiences in pig-keeping. *New Beacon*, 23, 1939. pp. 70-71.  
A blind man tells of his experiences in raising pigs.
- A farming venture for the blind in Denmark. *Teacher of the Blind*, 24, 1935. pp. 91-92.  
An experiment in placing nine blind feeble-minded boys on a farm in Denmark as assistants to the farmer.
- HERNÁNDEZ, T. Primeros trabajos de agricultura en la escuela de ciegos "Varona Suarez". *Revista de Agricultura, Comercio y Trabajo*, 14, 1933, No. 11. pp. 18-21.  
Elementary farming as taught to the blind students of the School "Varona Suarez", Havana, Cuba.
- LOVEWELL, R. Farming without sight. *Outlook for the Blind*, 21, 1927, No. 1. pp. 21-23.  
The life story of a blind farmer in New York State.
- MARSHALL, G. H. Outdoor employment. *Outlook for the Blind*, 7, 1913. pp. 53-59.  
Various types of farm work as taught in the School department of the Connecticut Institute for the Blind. Many illustrations.
- RAMADANOVITCH, V. Blind farmers in Yugoslavia. *Outlook for the Blind*, 25, 1931. pp. 153-154, 176.  
A description of a model farm colony "Veternik", where a group of blind ex-service men and a small number of civilian blind have been established by the Government.
- SEDENO, A. La enseñanza de la agricultura en la escuela de ciegos de la Habana. *Revista de Agricultura, Comercio y Trabajo*, 14, 1933, No. 11. pp. 11-18.  
Farming as taught in the school for the blind in Havana, Cuba.
- SILEX, P. Kriegsblinde in der Landwirtschaft. *Monatsblätter für Augenheilkunde*, 58, 1917. pp. 462-467.  
War-blinded soldiers as farmers.
- . Die Kriegsblinden in Halbau. *Klinische Monatsblätter für Augenheilkunde*, 59, 1917. pp. 166-168.  
A description of the training in farm work given at the Farm School for War-blinded Soldiers at Halbau, Germany.

## GARDENING

- CHAPMAN, L. Flower gardening in the dark. *Outlook for the Blind*, 28, 1934. pp. 215-218.  
Practical suggestions for the blind gardener, covering the field from the window box to the more ambitious, larger outdoor garden.
- . Vegetable gardening in the dark. *Outlook for the Blind*, 28, 1934. pp. 178-180.  
Directions and suggestions for the blind gardeners, based on personal experiences.
- COON, N. Gardening for the adult blind. *Outlook for the Blind*, 32, 1938. pp. 177-179.

A paper directed to home teachers of the blind, offering a few suggestions on gardening as a means of making life for the blind person richer and fuller.

———. Gardening instruction at Perkins. *Outlook for the Blind*, 30, 1936. pp. 49-52.

A report on the development of a course in gardening at Perkins Institution started in the summer of 1933.

———. Practical gardening at Perkins. *Teachers Forum*, 6, 1934. pp. 54-55.

A report on an experimental class in gardening conducted at Perkins Institution during the spring and summer of 1933. The work was conducted with several groups and various methods were employed.

COWAN, E. Fingertip gardening. *Woman's Home Companion*, 66, 1939, No. 7. p. 57.

A blind woman explains her methods in taking care of a garden, and tells of the pleasure this occupation gives her.

COWGILL, A. G. The school gardens at Overbrook. *Outlook for the Blind*, 8, 1915. pp. 144-149.

Report of four years of gardening at the Pennsylvania Institution for the Instruction of the Blind, in which this activity developed beyond the experimental stage into a regular department of the school curriculum.

EYRE, F. The blind man's garden, how to make it. *Beacon*, 13, 1929, No. 156. pp. 10-11.

Amateur gardening, begun before the author became blind, and continued with enjoyment after his loss of vision.

———. Gardening for the blind. *Outlook for the Blind*, 27, 1933. pp. 227-229.

A member of the English Guild of Blind Gardeners describes his own experiences in raising vegetables and flowers.

Harry Brinkgrieve and his flowers. *Outlook for the Blind*, 9, 1916. p. 87.

The experiences of a blind man in the occupation of a florist.

K., A. G. Home occupations for the blind, gardening. *Beacon*, 13, 1929, No. 148. pp. 13-14.

Notes on the work of the Guild for Promotion of Gardening amongst the Blind and Partially Blind, formerly the Guild of Blind Gardeners.

PEISER, A. Gartenbau und Blindenbildung. *Blindenfreund*, 52, 1932. pp. 133-139.

A survey of the possibilities of gardening as a field of instruction of the blind. There are many references to the opinions of other authorities in the education of the blind.

QUINN, M. Our school garden. *Outlook for the Blind*, 8, 1915. pp. 150-151, 184.

A description of the gardens tended by girls of the second grade of the Pennsylvania Institution for the Instruction of the Blind, with a plan of the garden as worked out on braille slates by each girl.

SADLER, G. Gardening. *New Beacon*, 16, 1932. p. 62.

A short statement on the pleasures of gardening by a member of the Guild of Blind Gardeners.

SUTCLIFFE, J. E. Gardening for the blind. *Outlook for the Blind*, 27, 1933. pp. 161-166.

A few added remarks on practical working methods for the blind gardener.

———. Gardening for the blind, with an introduction by Beatrice Duncombe, and chapters on the kitchen garden, by Frank Eyre, and teaching the young, by Ada Byron. London, National Institute for the Blind, 1931? 30p. (Bulletin No. 3)

A handbook of working methods for the blind gardener, sponsored by the English Guild of Blind Gardeners.

## MASSAGE AND OSTEOPATHY

The Alfred Eichholz memorial clinic. *New Beacon*, 18, 1938. pp. 202-204.

A description of the new clinic for massage opened by the National Institute for the Blind, London, England.

Association of certificated blind masseurs. *Beacon*, 9, 1925, No. 105. p. 12.

The history and progress of the Association which was founded in 1919, and in 1925 had a membership of 167 blind masseurs.

A beneficent life; tributes to the memory of Jennie M. Colby, graduate of Perkins Institution. 1920. 24p.

A collection of short articles and sketches of the life of a blind masseuse, with many references to her success in her work.

BROAD, W. H. The blinded soldier as a masseur. *Beacon*, 4, 1920, No. 37. pp. 10-11.

A clinic for massage is opened in Liverpool, England, and staffed with war-blinded soldiers, trained as masseurs.

BROWN, L. T. Osteopathy; opportunities for the blind in training and practice. New York, American Foundation for the Blind, 1929. 50p.

A study of the profession of osteopathy as it relates to the blind, discussing educational background and training for the profession, special qualifications and conditions by which persons without sight can succeed, ways in building up a practice, and the income which may be expected.

CHAPLIN-HALL, F. C. Massage department of the National Institute for the Blind; II, The settlement of the blind masseur and masseuse. *Beacon*, 8, 1924, No. 90. pp. 9-10.

The secretary of the massage school outlines steps to help make the blind masseur self-supporting after he has finished his training. Circular letters, personal connections, helpful publicity are especially important.

———. The special function of blind masseurs in war time. *New Beacon*, 23, 1939. p. 270.

Discusses the special war services which the blind masseur and masseuse can offer.

———. The training of blind masseurs in England. *Outlook for the Blind*, 27, 1933. pp. 65-70.

The secretary of the School of Massage of the National Institute for the Blind, London discusses the selection of candidates and the course of training given blind men and women at the school. When training is finished steps are taken to aid in establishing the blind masseur in private practice or on a hospital staff.

CLAESSENS. Massage als Blindenberuf. *Schweizerischer Blindenbote*, 15, 1928, No. 6.

A short report on the survey conducted by Kaufmann in 1927 and reported in 1931 in the *Beiträge zum Blindenbildungswesen*.

EGGEBRECHT, E. Ueber die Verwendung Blinder in der Massage. *Zeitschrift für diätetische und physikalische Therapie*, 5, 1901-2. pp. 119-130.

A description of an attempt to train 24 blind persons as masseurs. For the theoretical part was used an ordinary textbook transcribed into braille, while the practical training was given in various hospitals. Dr. Eggebrecht considers the training which may be given the blind as quite satisfactory for the work of massage.

EWER, L. Massage durch Blinde. *Deutsche Krankenpflege-Zeitung*, 5, 1902, No. 6. pp. 81-96.

FINKE-SCHWEIDNITZ, H. Die Massage als Blindenberuf in Deutschland. *Blindenwelt*, 21, 1933. pp. 20-24.

In 1931 an association of blind masseurs and masseuses was formed as a special group within the Reichsdeutsche Blindenverband. Various suggestions are given for improving the position of the blind masseur in Germany.

FISCHER, G. Die Ausübung der Massage durch Blinde. *Blindenfreund*, 16, 1896. pp. 29-30.

An interested physician is instrumental in training two blind men as masseurs, and for a while employs them in his own sanatorium. The hope is expressed that others may follow his example.

Fox, L. W. Massage, an occupation for the blind. *Outlook for the Blind*, 2, 1908. pp. 88-93.

A physician suggests that massage is an occupation well suited for the blind. Attention is being called to the success of blind masseurs in Japan and to the founding of the Institute for Massage by the Blind in London, England.

GROSSMANN, W. Die Eingliederung der blinden Masseure in die Reichsfachschaft der Masseure, Masseurinnen und verwandter Berufe. *Blindenwelt*, 22, 1934. pp. 48-50.

The special association of blind masseurs and masseuses formed within the Reichs-deutsche Blindenverband has been accepted for membership by the Reichsfachschaft for masseurs under conditions very favorable to the blind masseur.

HELBLING, C. Der Blinde im Masseurberufe. *Schweizerischer Blindenbote*, 8, 1921, Nos. 7, 8, 9.

A blind masseur explains why the training in massage or the work as a masseur offer no special difficulty for a blind person who is otherwise suited for the work. The writer also touches on the prospects the blind masseur has for making a living.

KAUFMANN, G. Massage als Blindenberuf. *Beiträge zum Blindenbildungswesen*, 1, 1931. pp. 107-112.

Surveys the situation in Germany in regard to employing the blind as masseurs. The conclusion is that massage is a suitable occupation for the blind person, provided he is especially qualified and has received the required training.

KIRCHBERG, F. Die Blindenmassage. *Muenchener medizinische Wochenschrift*, 62, 1915. pp. 1356-1357.

A leading physician of an institute for massage in Berlin gives a warning against training blind persons in massage, as he does not consider it a suitable occupation for the blind.

KNOPF, S. A. Blinded soldiers as masseurs in hospitals and sanatoria for reconstruction and rehabilitation of disabled soldiers. *American Academy of Political and Social Science, Annals*, 80, 1918. pp. 111-116.

A physician writes about the opportunities available for the blind in the profession of massage, especially in the treatment of tubercular patients.

LITTLE, J. F. Massage by the blind. *Blind*, 2, 1904. pp. 144-148.

The history of the founding of the Institute for Massage by the Blind in England, why it was organized, the choice of candidates, and the standard of work required.

LOVEWELL, R. Martin Bergen—masseur. *Outlook for the Blind*, 19, 1926, No. 4. pp. 38-39.

A blind man trained as a masseur has built up for himself an excellent private practice in addition to a staff position in two hospitals.

———. Successful sightless osteopaths. *Outlook for the Blind*, 20, 1926, No. 1. pp. 18-30.

A compilation of short sketches showing the training and experiences of 11 blind men and women who have made a success in the profession of osteopathy.

LOWRY, G. From Mons to 1933. London, Simpkin Marshall, 1933. 133p.

An autobiographical account of the life and work of a blind osteopath.

———. Helping hands. London, John Lane, 1935. 128p.

An autobiographical account of the life and work of a war-blinded officer who has made a success in the profession of osteopathy.

MACNICOL, Mrs. Massage for the blind. *International Conference on the Blind*, Edinburgh, 1905. pp. 151-153.

The training given blind students at the Institute for Massage by the Blind, London, England, and their chances for later employment.

MARKS, R. A. Twenty-five years in the dark. *Saturday Evening Post*, 205, 1932, No. 4. pp. 21, 42, 44-45.

A successful blind osteopath tells about his training and his work.

MARRIOTT, F. R. Some suggestions on massage by the blind. *International Conference on the Blind*, London, 1914. pp. 314-319.

A paper discussing some reasons why massage is a suitable occupation for the blind, the prospects there are for work and profit, the training that is required, with a list of blind persons who have made a success of this work.

Massage for the blind. *Beacon*, 3, 1919, No. 27. pp. 10-11.

The training given to blind masseurs at the National Institute for the Blind, London, Eng-



land, and their chances for success in this occupation.

The modern blind masseur and masseuse. *Beacon*, 11, 1927, No. 124. pp. 13-14.

A few facts about the Massage School of the National Institute for the Blind, London, England.

MUNIER, R. L'école Félicien Fabre. *Valentin Haüy*, 1934. pp. 4-9.

A description of the School of Massage of the Association Valentin Haüy and of its new building.

My impressions before, during and after training as a masseur. *Beacon*, 12, 1928, No. 138. pp. 11-13.

A war-blinded soldier is being trained as a masseur at the massage school of the National Institute for the Blind, London, England.

NATIONAL INSTITUTE FOR THE BLIND. Massage as a profession for the blind. London, 1935. 18p. (Bulletin No. 10)

A bulletin on the subject of massage as a career for the blind, discussing the type of candidate likely to succeed, the course of training he or she must follow, and the future prospects of those who become qualified.

A new massage clinic. *Beacon*, 6, 1922, No. 68. pp. 8-9.

A new massage clinic is opened in London by a former student at the massage school of the National Institute for the Blind.

Note sur un masseur aveugle. *Valentin Haüy*, 1933. pp. 31-35.

An account of the professional life and success of a French blind masseur.

Osteopathy for blind. *Outlook for the Blind*, 16, 1922. p. 2.

A short statement giving reasons why blind people should be successful as osteopaths.

PARKER, A. E. Establishing a practice as a masseuse. *Outlook for the Blind*, 18, 1924, No. 2. pp. 26-27.

The experiences of a blind woman trained as a masseuse who was successful in building up a private practice.

PAWLIK, F. Ausbildung der Blinden in der Massage. *Blindenfreund*, 16, 1896. pp. 59-60.

In 1893 a blind girl was trained as a masseuse. She passed her examinations satisfactorily, and has later been successful in her work.

PEARSON, A. Massage for the blind. *Beacon*, 3, 1919, No. 35. pp. 11-12.

A letter to the editor of the *Daily Mail* stating that blind people can succeed as masseurs.

PEYER, H. Die Ausübung der Massage als Blindenberuf. *Blindenfreund*, 45, 1925. pp. 186-188.

A survey of hospitals where blind masseurs were employed showed that the general opinion was that the blind masseur could not fill his job as well as a seeing person, and that the employment of other blind masseurs would not be considered.

———. Der blinde Masseur; Denkschrift zur Förderung der Unterbringung blinder Masseure. Berlin, Reichsdeutscher Blindenverband, 1932. 12p.

Massage is especially suitable as an occupation for the blind. Since today the training as a masseur offers no difficulties for the blind, it is recommended that efforts be made to open up this field to the blind. Several letters from physicians and heads of hospitals are quoted as proofs of the fact that blind masseurs can do satisfactory work.

PURSE, B. The British blind. London, Buck Bros. & Harding, 1928. pp. 104-105.

A short reference to the training of blind persons in massage, remedial gymnastics, and medical electricity carried on at the National Institute for the Blind, London, England.

SIBLEY, J. T. Has massage any place in schools for the blind? *American Association of Instructors of the Blind*, 1898. pp. 19-27.

An early discussion of massage, what the work consists of, what personal qualifications are desirable in the person performing it, and whether it is a suitable work for a blind person.

SPECHT, E. Kann der Blinde den Massageberuf ausüben? *Schweizerischer Blindenbote*, 18, 1932, No. 10.

A discussion of the suitability of massage as an occupation for the blind. Personal qualification for the work is more important than sight, and there is no real foundation for the theory that the majority of patients do not like to be massaged by a blind person.

TAMORI, H. Y. Massage, acupuncture and moxibustion as occupations for the blind. *World Conference on Work for the Blind*, New York, 1931. pp. 523-525.

In Japan massage, acupuncture and moxibustion have been classed as occupations largely reserved for the blind.

THILANDER, H. Une profession pour aveugles "l'osteopathie". *Valentin Haüy*, 1930, No. 1. pp. 14-17.

A review of *Osteopathy; Opportunities for the Blind in Training and Practice*, by Brown.

Verwendung Blinder in der Massage. *Klinisch-therapeutische Wochenschrift*, 9, 1902. pp. 200-202.

Blind persons have been successful as masseurs in various parts of the world. In Germany many efforts have been made to establish the blind masseur. References to writings by Eggebrecht and Zabłudowski.

WAY, P. L. Choosing a career; the future of the blind child. *Beacon*, 9, 1925, No. 102. pp. 12-15.

Describes the training of blind masseurs given at the massage school of the National Institute for the Blind, London.

———. Massage department of the National Institute for the Blind; I, The

training of blind students. *Beacon*, 8, 1924, No. 89. pp. 10-12.

A detailed description of the training of blind masseurs as given at the National Institute for the Blind. Mr. Way is the principal of the massage school.

WILCOX, H. Succeeding as a masseuse. *Outlook for the Blind*, 21, 1928, No. 4. pp. 31-33.

The training of a blind girl in massage and her success as a masseuse in a public sanatorium.

YOSHIMOTO, T. Massage by the blind in Japan. *Blind*, 1, 1901. pp. 292-293.

A short report on the educational background, training and professional opportunities of the blind masseur in Japan.

ZABŁUDOWSKI, I. Über die Verwendung Blinder zur Ausübung der Massage. *Krankenpflege*, 1, 1901-2. pp. 369-376.

Massage has been recognized to a more or less extent as a suitable occupation for the blind in various parts of the world, especially in Japan. This writer admits that blind masseurs may do satisfactory work under special supervision, but he does not believe that the subject of massage should be included in the curriculum of schools for the blind.

## MUSIC

ALLEN, W. E. Current practices in the teaching of instrumental music in schools for the blind. *American Association of Instructors of the Blind*, 1938. pp. 127-132.

Certain problems met with in the teaching of music at the Texas School for the Blind.

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## PIANO TUNING

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A review of the *Report of Deputation of Musicians and Tuners to France and Germany*, published by the National Union of the Professional and Industrial Blind of Great Britain and Ireland.

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FOWLER, E. H. Fifty years of piano tuning. *Outlook for the Blind*, 21, 1927, No. 3. pp. 53-54.

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FRIES, E. B. The future of piano tuning in schools for the blind. *Teachers Forum*, 12, 1940. pp. 82-88, 95.

Indicates a revival of this occupation as related to the blind.

HALL, F. W. Piano tuning paid for my home. *Outlook for the Blind*, 21, 1927, No. 2. pp. 26-30.

The life and work of a blind piano tuner who made a success of his business.

LAYTON, P. E. Pianoforte tuning, an occupation for the blind, and how to make it one of the most successful. *International Conference on the Blind*, London, 1914. pp. 174-185. (Also *Outlook for the Blind*, 8, 1914. pp. 74-79.)

This paper is mainly concerned with the blind piano tuner who is trying to work up his own private practice. Many suggestions are given in regard to approach, follow-up, possible repairs, as well as advice on personal deportment.

NATIONAL UNION OF THE PROFESSIONAL AND INDUSTRIAL BLIND OF GREAT BRITAIN AND IRELAND. Report of deputation of musicians and tuners to France and Germany, November, 1930. London, 1931. 25p.

A number of institutions were visited in both countries. The training of blind tuners was observed and special tools used were examined. The deputation recommends that some of the methods and implements met with on the trip are considered for English conditions.

PEYER, H. Auftragsbeschaffung für blinde Klavierstimmer. Kommission zur Beschaffung von Arbeit fuer Blinde, 193-? 15p.

It is recognized that the business of piano tuning has fallen off perceptively in the last few years. This study tries to find some means

to stimulate trade for the blind tuner, by advertisement, circular letters, radio comments or personal contacts.

PURSE, B. A diploma for blind pianoforte tuners. *Outlook for the Blind*, 28, 1934. pp. 61-64.

A discussion of the diploma for piano tuners granted in England by the College of Teachers for the Blind at the request of the Board of Education and the ministry of Health.

SELBY, F. Some thoughts on music and pianoforte tuning for the blind. *Teacher of the Blind*, 22, 1933. pp. 40-42.

"One of the best things ever done in the interests of blind tuners was the establishment of a National Diploma in 1929". The writer also suggests that a general musical training should be required in a piano tuner.

SMITH, J. W. Piano-forte tuning as an employment for the blind. *American Association of Instructors of the Blind*, 1871. pp. 55-63.

A blind tuner and teacher of tuning points out the natural qualifications required and the kind of instruction necessary to secure the success of the blind as tuners. A sketch of the pioneer in this field, the blind Frenchman Claude Montal is included.

VARS, J. Tuning as an occupation for the blind. *Mentor*, 3, 1893. pp. 302-306, 344-348.

A blind tuner discusses the necessary qualifications and the difficulties which must be overcome by the blind man in this work. He urges upon all instructors the importance of making a careful selection of the student material to be trained in piano tuning.

## POULTRY RAISING

BARRETT, F. A poultry project in the Connecticut School for the Blind. *Teachers Forum*, 7, 1935. pp. 77-79.

A 4-H club was organized with a member of the faculty acting as local leader. A complete separation was effected between the pupils' poultry activities and the institution flock. This project proved very successful and was expanded, during the second year, to include a girls' club as well.

BUNTING, M. A battle for independence. *Outlook for the Blind*, 24, 1930, No. 3. pp. 13-16.

The life stories of a blind man and his blind wife who are making a living in farming specializing in poultry and sheep raising.

CHAMBERS, E. A. A three years' experiment in poultry husbandry. Reprinted from the 92nd annual report of the Pennsylvania Institute for the Instruction of the

Blind, 1924. 8p. (Also *American Association of Instructors of the Blind*, 1924. pp. 208-210.)

At the beginning of the school year 1921-22 a few of the boys and their instructor took over a small flock of chickens as a start in the work of poultry husbandry. A program of expansion of the poultry plant was started with the objectives in view of making an added contribution to vocational training, furthering the development of responsibility and new interests such as contact with outside people, and enriching the course of study.

EDKINS, H. S. Employment for the blind in poultry-keeping and horticulture. *Teacher of the Blind*, 23, 1935. pp. 147-150.

Excerpts of a paper dealing with poultry-keeping "as economic employment, which would ensure the blind worker a living wage all the year round".

GIBSON, L. Poultry raising at the Utah School for the Deaf and Blind. *Outlook for the Blind*, 8, 1915. pp. 177-179.

HAGOPIAN, G. Poultry raising as an occupation for the blind. *American Association of Workers for the Blind*, 1927. pp. 97-101.

One of the most successful of the blind poultry farmers tells of his work and the difficulties he had to overcome before he became firmly established in the business.

PARKER, R. L. The study of farm life for the blind. *Outlook for the Blind*, 4, 1911. pp. 169-170.

A brief summary of a course in poultry farming given at the Missouri School for the Blind. Government bulletins on poultry culture transcribed into braille were used as textbooks.

PEIRSON-WEBBER, F. P. Poultry rearing as an occupation for the blind. *Blind*, 2, 1905. pp. 253-254.

A short article on poultry farming by a blind Englishman. There are many practical suggestions for the daily managing of the business, based on personal experiences of the writer.

———. Profitable poultry farming. *Outlook for the Blind*, 9, 1915. pp. 5-6.

A blinded English officer tells of his training and success as a poultry farmer.

REED, R. B. Poultry culling by the blind. *Outlook for the Blind*, 19, 1925, No. 2. p. 50.

A class of war-blinded soldiers from Evergreen passes judgment on two groups of birds at the poultry show at Baltimore, Summer, 1925.

ROSE, C. E. Blind poultry farmers. *Beacon*, 2, 1918, No. 16. pp. 6-7.

Training in poultry farming at St. Dunstons.

SCHADOW, K. Die Geflügelhaltung als Beruf für Blinde. *Beiträge zum Blindenbildungswesen*, 2, 1931. pp. 79-83.

A blind man tells of his success as a poultry farmer in Germany.

STONEBURN, F. H. How a blind man is making money with R. I. Reds. *Poultry Tribune*, 30, 1925, No. 8. pp. 14-15, 60. (Also *Outlook for the Blind*, 19, 1925, No. 2. pp. 45-49.)

The story of George Hagopian, one of the most successful of the blind poultry farmers.

Success with poultry. *Outlook for the Blind*, 22, 1928, No. 1. pp. 37.

A short sketch of a man who met the emergency of sudden blindness by going into the poultry business after a course in poultry raising at a school for the blind.

TURNER, H. Chickens lay golden eggs. *Outlook for the Blind*, 29, 1935. pp. 155-157.

Successful chicken farming in Ontario, Canada.



## PROFESSIONAL WRITING

ALEXANDER, J. Journalism for the blind. *New Beacon*, 15, 1931. p. 95.

In this short letter to the Editor a blind news correspondent tells of his work.

At the editorial desk; blind men and women who are controlling the policies of newspapers and magazines. *Outlook for the Blind*, 19, 1925, No. 3. pp. 38-46.

A collection of short biographical sketches of blind men and women engaged in editorial and publishing work.

The blind and the literary profession. *New Beacon*, 18, 1934. pp. 273-276, 318-320; & 19, 1935. pp. 38-39, 76-77, 105-106, 158-160, 214-215.

This series of articles are mainly concerned with the writing of broadcast plays but it is contended that if a blind writer can compose a successful broadcast play he should be able to attempt other literary forms with some success. In conclusion is given some advice on marketing literary products.

Blinde Journalisten. *Beiträge zum Blindenbildungswesen*, 5, 1934. pp. 99-118.

A collection of papers on the opportunities for the blind in various fields of journalism, and on the training for this work given at the Blindenstudienanstalt at Marburg-Lahn, Germany.

COLDWELL, H. H. The blind and specialized writing. *New Beacon*, 19, 1935. pp. 229-230.

A discussion of the possibilities for the blind in the writing of special feature articles for the newspapers.

DATISMAN, D. F. Opportunities in the newspaper profession. *American Association of Workers for the Blind*, 1929. pp. 152-153.

A report of the work of Allen T. Naive, a blind man who for ten years was city hall reporter of the Gary Post-Tribune.

DEHNHARDT, E. Die Pressekurse—der Weg zum Journalismus. *Beiträge zum Blindenbildungswesen*, 10, 1939. pp. 3-6.

Discusses the training in journalism offered to the blind students of the Blindenstudienanstalt, Marburg-Lahn, Germany.

Getting into print; stories of blind writers who have won out in one of the most difficult professions. *Outlook for the Blind*, 19, 1926, No. 4. pp. 21-30.

Ten short biographical sketches of blind men and women who have made a name for themselves as novelists, short story writers, news correspondents, and contributors of feature articles for newspapers and magazines.

Intrepid reporter. *Key Reporter*, 1, 1936. p. 87.

A short sketch of H. Katherine Smith, blind newspaperwoman on the staff of the Buffalo Courier-Express.

KAUFMAN, C. E. Writing taught with the idea of personal satisfaction or commercialism. *American Association of Instructors of the Blind*, 1934. pp. 191-194.

Creative writing as taught at the Colorado School for the Blind.

KITTEL, E. K. Blinde und Sehschwache im Presseberuf, ja oder nein? *Beiträge zum Blindenbildungswesen*, 9, 1938. pp. 86-93.

Discusses the suitability of and the opportunities for the blind in various fields of journalism.

LATHROP, G. Professional writing; opportunities for the blind in journalism and allied fields. New York, American Foundation for the Blind, 1933. 42p.

A study of writing as a vocation for the blind. The various opportunities for the blind on the staff of a newspaper are investigated as well as other forms of writing, such as publicity, radio work, and different forms of fiction writing. Individual experiences of blind writers make up a considerable part of the pamphlet.

———. This mechanized world and the blind. *Outlook for the Blind*, 24, 1930, No. 1. pp. 20-24.

In this autobiographical sketch is told how telegraphy and repertorial and editorial work before blindness led to a career of radio reviewing and publicity writing after sight was lost.

Newspaper work for the blind. *Beacon*, 5, 1921, No. 58. pp. 13-14.

Autobiographical sketch of a blind writer.

PORTER, J. H. W. Journalism as a profession for the blind. *New Beacon*, 14, 1930, pp. 253-255 & 15, 1931. pp. 14-15.

It is the conviction of this writer that many blind men are well suited and able to carry on as news reporters. A higher degree of accuracy in news reporting by the blind reporter is given as one reason for his possible success. Some examples are given of blind men active in this field.

RICHARDS, A. H. Owner and editor of *The Watkins Express*. *Outlook for the Blind*, 24, 1930, No. 1. pp. 9-11.

The personal history of a blind newspaper publisher.

A sightless editor. *Outlook for the Blind*, 25, 1931. pp. 117.

The story of Kyotaro Nakamura, blind editor of a Japanese weekly paper for the blind.

SULLIVAN, A. Writing a newspaper "column". *Outlook for the Blind*, 23, 1929, No. 1. pp. 35-36.

The working methods of a blind man in gathering material and putting together a weekly column for a local paper.

WHITE, M. "Daylight and dark are mine alike to use". *American Magazine*, 104, November, 1927. pp. 32-33, 71-72.

The biography of B. Frank Irvine, blind editor of the Oregon Journal.

## SALESMANSHIP

Administrative procedure for federal stands. *Outlook for the Blind*, 30, 1936. pp. 177-179.

Includes the statement of procedure sent out by the U. S. Office of Education to state commissions for the blind and other state agencies engaged in work for the blind; with a list of the agencies designated as licensing agencies.

BAKER, E. A., and CLUNK, J. F. Employment of the blind in work for which sight was formerly considered essential. *World Conference on Work for the Blind*, New York, 1931. pp. 166-177.

About half of this paper is devoted to an explanation of the system practiced by the Canadian National Institute for the Blind in placing blind persons in concession stands. Several agreement forms used in concession placements are included in the text.

A blind man who needs no eyes; Minneapolis laughs at handicap. *Outlook for the Blind*, 13, 1919. pp. 63-67.

A biographical sketch of a blind man, trained as a lawyer, who has made a success of selling life insurance.

BRAKE, J. Selling suits to measure. *Outlook for the Blind*, 20, 1927, No. 4. pp. 30-32.

A blind man has made a success of selling suits and overcoats to measure. This article shows how the work is done and why blindness need be no handicap in this line.

BROWN, C. L. Hospital stands and concessions. *Outlook for the Blind*, 29, 1935. pp. 72-74.

Stands or concessions have been established in six hospitals located in three larger cities in New York State. On basis of this experience, a regular procedure is outlined for the agency which is trying to secure a stand or concession in a hospital.

BROWN, L. T. Insurance underwriting; a study of the business in its relation to blind agents. New York, American Foundation for the Blind, 1928. 52p.

A monograph containing a summary for vocational counselors, a discussion of the business in general, the job and its requirements, factors of success and possible income. Training opportunities for the blind agent and the special methods he must adopt are pointed out with practical suggestions for starting out in the business.

———. Stand concessions; as operated by the blind in the United States and Canada. New York, American Foundation for the Blind, 1930. 72p.

A monograph considering the following points in regard to stands operated by the blind: Factors of success, securing the concessions, street stands and stands in buildings, merchandising and profits, and placement and supervision.

BRUCE, R. E. Course in salesmanship for

blind students. *Virginia Guide*, 65, 1939, No. 6. pp. 1-2.

Description of a course in salesmanship given at the Virginia school for the blind. Practical application of the principles of salesmanship is an important part of the course.

BUSSONG, W. W. Practical salesmanship for blind boys. *Outlook for the Blind*, 11, 1917. pp. 90-91.

The Cleveland summer school for the blind of 1917 was devoted largely to the study and practice of salesmanship. The first hour of the day was given up to a theoretical survey of different points of selling, then followed three hours of canvassing under special supervision.

CLUNK, J. F. Canadian system of operating stands for blind persons. *Outlook for the Blind*, 28, 1934. pp. 171-177. (Also *New Beacon*, 19, 1935. pp. 52-54, 81-82, 109-110.)

Principles for administration of the various stands operated by blind persons under the supervision of the Canadian National Institute for the Blind. A copy of an operating balance sheet for one stand for a period of four weeks is included.

———. Operation of vending stands from a national point of view. *American Association of Workers for the Blind*, 1939. pp. 217-221.

———. Our stand program has stopped in its development, and why. *American Association of Workers for the Blind*, 1939. pp. 251-257.

Reports on the present (1939) situation in the establishing of stands in Federal buildings.

COHN, L. Ein Wort zu dem Thema "Blinde Versicherungsagenten". *Blindenwelt*, 19, 1931. pp. 82-85.

It is pointed out that conditions governing the work of the blind insurance salesman in Germany is quite different from those obtaining in the United States. The German situation is discussed from various points of view with practical suggestions for those who contemplate entering this work.

A course in selling life insurance. *Outlook for the Blind*, 19, 1926, No. 4. pp. 55-56.

Julius Jonas, blind insurance salesman has been instrumental in establishing a course in the selling of life insurance at the Hadley Cor-

respondence School for the Blind. A special rate book and other material necessary for the salesman have been put into braille for the course.

COWGILL, A. G. Salesmanship. *American Association of Instructors of the Blind*, 1934. pp. 155-159.

A history of the development of a course in salesmanship started twenty years before this article was written. The students gained practical experience by selling magazine subscriptions during the summers. The necessity of a knowledge of commercial subjects is stressed.

———. Selling magazine subscriptions as a means of supplying experience and developing initiative in salesmanship of blind people. *American Association of Instructors of the Blind*, 1924. pp. 156-158.

Reports on a plan of selling magazine subscriptions successfully tried out at the Pennsylvania Institution for the Instruction of the Blind.

DODD, J. M. Employment of the blind through the use of stands in public buildings. *Rehabilitation Review*, 8, 1934. pp. 249-254.

The operation of stands provides an opportunity for the blind person with business sagacity and natural store-keeping ability. Good judgment must be used in the selection of stand operators so that the good-will of the general public is not destroyed. The writer quotes the opinions of Brown and Clunk.

EDGAR, W. Salesmanship for the blind. *Teacher of the Blind*, 23, 1934. pp. 48-53.

A paper given at the Scottish National Federation for the Welfare of the Blind. Various forms of salesmanship adaptable for the blind are discussed.

Experiences and suggestions for success. Reprinted from the *Mathilda Ziegler Magazine*. *Outlook for the Blind*, 3, 1910. pp. 170-171.

Three letters regarding the selling of life insurance by blind agents; one from a general agent of an insurance company, one from a blind agent, and one from the head of a school for the blind.

Federal stand concessions. *Outlook for the Blind*, 28, 1934. pp. 3-5.

An outline of the campaign carried on to obtain permission for blind people to conduct

stands in Federal buildings. In 1921 the first bill to this purpose was introduced into Congress, after several more efforts an executive order was issued in the spring of 1933 which gave the permission sought. A committee was appointed to work for further legislation.

GÄBLER-KNIBBE, L., and TELSCHOW, M. Verkaufshäuschen und Strassenhandel in Berlin. *Blindenwelt*, 20, 1932. pp. 319-325.

A report on the efforts made in Berlin, Germany to establish blind men in kiosks or stands. A committee working to this end became convinced that regular stands were too expensive to run and gave too small an income for the operator. However, a number of licenses were secured which reserved for blind people the right to do street vending in certain localities.

GORSE, W. The news stand business for the blind. *Outlook for the Blind*, 17, 1924, No. 4. pp. 44-45.

A blind news dealer gives an outline of the various news stands in existence in New York City and the opportunities they offer to the blind. A city ordinance directs that news stands should only be allotted to the handicapped, and the blind have been placed in a preferential position.

HADLEY, W. A. Selling life insurance as an occupation for the blind. *American Association of Instructors of the Blind*, 1928. pp. 367-368.

In 1926 a course in selling life insurance was established at the Hadley Correspondence School for the Blind. Two years later a questionnaire was sent out to former students to ascertain what portion of them had made connection with some company and what their success was. A report is given of the answers received to this questionnaire.

He couldn't see . . . but that didn't keep John Long from earning his own way, putting two sons through college, and buying a home . . . all through Direct Selling! *Outwitting Handicaps*, 5, 1939, No. 4. pp. 26-27.

Biographical sketch of a blind salesman.

JEWELL, J. H. Stands in hospitals. *Outlook for the Blind*, 22, 1928, No. 1. pp. 30-32.

A discussion of the placement of blind persons in stands in hospitals in Cleveland where a city ordinance prohibits stands of any kind

on the streets. At the time of writing, two stands operated by blind persons had been opened in Cleveland hospitals.

JONAS, J. The blind as insurance salesmen. *American Association of Workers for the Blind*, 1927. pp. 92-94.

A successful blind insurance salesman gives advice and suggestions to other blind men and women who are about to enter this line of work. The necessary qualifications are discussed and also the income to be expected.

———. The life insurance profession and your future. *Outlook for the Blind*, 18, 1925, No. 4. pp. 47-50.

The experiences of a man who has made an outstanding success of selling life insurance for the New York Life Insurance Co. An outline is given of the work of the system of compensation.

KEANE, G. Vending-machines. *Outlook for the Blind*, 25, 1931. pp. 149-152, 176.

Discusses vending-machine operating as a means of livelihood for a blind or partially blind man. The success of one blind man in this field is used as illustration.

Kiosks for blind men. *New Beacon*, 16, 1932. pp. 173-175.

Encouraged by the success achieved by blind operators of concessions stands in Canada, the National Institute for the Blind, London, England has established two blind men in kiosks selling tobacco and wrapped confectionery. Factors essential for success in this venture are discussed, such as the personality of the salesman, the position and stock of the kiosk, and the work of the supervising agency.

KLOOS, F. Nochmals "Der blinde Versicherungsagent". *Blindenwelt*, 19, 1931. pp. 168-170.

The writer suggests that blind people may become salesmen of special magazine subscriptions which are combined with accident insurance.

LA GANKE, R. Stand keeping a profitable business for blind men. *American Association of Workers for the Blind*, 1925. pp. 40-47.

Experiences in establishing blind men as operators of vending stands in the city of Cleveland. In a year and a half seven stands were opened. The writer lists certain factors



essential in the plant, in the stand itself, and in the would-be storekeeper, if the venture is to prove successful.

LOVEWELL, R. A blind ice man. *Outlook for the Blind*, 20, 1927, No. 4. pp. 41-42.

A man blind in middle age succeeded in establishing himself in his own business selling ice and coal on the lower west side of New York City.

The N. I. B. kiosks; a scheme which should be extended throughout the country. *New Beacon*, 17, 1933. pp. 66-67.

Some photographs and incidental description of stands conducted by blind persons under the supervision of the National Institute for the Blind, London, England.

PEISER, A. Blinde als Standinhaber in Nordamerika. *Blindenwelt*, 18, 1930. pp. 214-217.

Reports on observations during a visit to the United States.

———. Blinde Versicherungsagenten in Nordamerika. *Blindenwelt*, 19, 1931. pp. 44-50.

A German report of the work of blind insurance salesman in North America. It is suggested that efforts be made to establish blind people in this occupation also in Germany.

PEYER, H. Verkaufsstände für Blinde. Kommission zur Beschaffung von Arbeit fuer Blinde, 193-? 8p. (Mimeographed)

A comparison is made between conditions governing the operation of concession stands by blind people in America and in Germany. In the latter country only stands in hospitals are considered as being suitable to the blind operator, and they should be limited to small or medium-sized hospitals.

PURSE, B. Guild of retail purchasers. *New Beacon*, 17, 1933. pp. 42-44.

A description of the English Guild of Retail Purchasers, a charitable organization which aims at furthering employment among the blind through retail purchase of articles made by blind workers.

RISCOE, J. V. Building a business with a cigar stand. *Outlook for the Blind*, 21, 1927, No. 2. pp. 24-25, 30.

Biographical sketch of a blind man who is successfully conducting a cigar stand in the Capitol building in Oklahoma City.

ROBINSON, C. C. If this man Jonas can make the grade, why can't I? *Insurance Salesman*, 77, 1934, No. 4. pp. 9, 62.

A discussion of the career of Julius Jonas, the successful blind life insurance salesman.

SADLER, G. The kiosk; a new occupation for the blind. *New Beacon*, 17, 1933. pp. 36-37.

Simplicity in arrangement and service makes the kiosk or stand especially suitable for the blind operator.

SMITH, J. D. Operation of vending stands from a state point of view. *American Association of Workers for the Blind*, 1939. pp. 221-222.

———. Personnel problems encountered in administering a stand program, and the kind of personnel that should be on a placement staff for a state-wide service. *American Association of Workers for the Blind*, 1939. pp. 257-260.

STRONG, D. Training operators. *American Association of Workers for the Blind*, 1937. pp. 158-161.

Describes the training procedure in use for operators of vending stands under the supervision of the Canadian National Institute for the Blind.

THOMAS, M. G. An American experiment. *New Beacon*, 14, 1930. pp. 157-159.

A review of *Stand Concessions, as Operated in the United States and Canada*, by Brown.

TOWNSEND, M. R. Wayside selling. *Outlook for the Blind*, 27, 1933. pp. 108-109, 132.

Roadside stand selling in Vermont.

WALTERS, H. Succeeding as a store keeper. *Outlook for the Blind*, 23, 1929, No. 2. pp. 44-45.

A blind man makes a success of a retail hardware store.

WEIR, A. V. The Canadian placement program. *American Association of Workers for the Blind*, 1939. pp. 247-251.

Deals largely with the operation of vending stands by blind men under the supervision of the Canadian National Institute for the Blind.

## SHELTERED INDUSTRIES

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND. COMMITTEE ON MANUFACTURING AND MARKETING. Report. *American Association of Workers for the Blind*, 1937. pp. 284-300.

A collection of information on types of articles manufactured by agencies for the blind, methods of distributing products, use of special sales methods or markets, etc.

ANAGNOS, M. Workshops for the blind. *American Association of Instructors of the Blind*, 1886. pp. 25-29.

Recommends special workshops for the adult blind, with strict separation of the sexes.

ARCHER, S. E. The development of home workers' schemes. *New Beacon*, 20, 1936. pp. 1-2.

ASSOCIATION OF WORKSHOPS FOR THE BLIND. Report on methods of payment of wages in workshops for the blind. London, 1934. 30p.

Compares the remuneration of blind and sighted workers, discusses the advantages and disadvantages of the piece work system, and the methods of payment at present in force in various workshops.

BANNISTER, A. R. Furniture making as an industry for the blind. *New Beacon*, 14, 1930. pp. 85-87.

Tells of a successful experiment to include furniture making among the industries carried on in a workshop for the blind.

BARBRE, T. J. The blind start new American industry. *Outwitting Handicaps*, 5, 1939, No. 4. pp. 9-10.

Tells of an experiment in making fishing creels conducted by Commission for the Blind in Denver, Colorado.

BARTRAM, W. E. The market and the problems involved in disposing of products made by the blind. *American Association of Workers for the Blind*, 1935. pp. 103-106.

Suggests the creation of a national council on production and marketing.

BENNETT, MRS. J. G. Occupational employment of the blind. *New Beacon*, 19, 1935. pp. 245-247.

Suggestions for various forms of home work to be given to blind persons, including special work of an occupational therapeutic value.

BEST, H. Blindness and the blind in the United States. New York, The Macmillan Co., 1934. pp. 472-533.

Theory and history of the workshop movement in the United States, with a survey of the organization and results of present industrial establishments and possible employment for blind in general occupations.

BRAMHALL, R. I. The responsibility of the state and of private associations in solving the problems of the blind. *American Association of Workers for the Blind*, 1925. pp. 186-195.

Records some experiences gained in Massachusetts in rehabilitating the blind adult in industry and in special workshops.

BUCKLE, A. Some of the elements necessary for successful workshops and salesrooms for the blind. *Blind*, 1, 1898. pp. 40-46.

Of historical interest, mainly.

BURRITT, O. H. The necessity of employment institutions for the blind. *American Association of Workers for the Blind*, 1905. pp. 20-25.

A plea for the organization of employment institutions, where the adult blind may receive training and work suitable to them.

CAMPBELL, W. D. Is there need of sighted supervision in the home industries of the blind? *American Association of Workers for the Blind*, 1911. pp. 121-124. (Also *Outlook for the Blind*, 5, 1912. pp. 89-92.)

Trained supervision is necessary for the seeing home worker, and therefore must be doubly so for the blind. Many illustrations of articles which may be made at a profit by the blind.

CARMER, D. R. An experiment in wood working. *Outlook for the Blind*, 23, 1929, No. 1. pp. 16-20.

Reports on an experiment to add another industry or occupation to workshops for the blind. Peg boards and other children's toys were chosen for manufacture.

———. Handicrafts for the blind in a city home. *Outlook for the Blind*, 27, 1933. pp. 12-14.

Occupational therapy for the blind in a city home.

———. Rug weaving as a business. *Occupational Therapy and Rehabilitation*, 11, 1932. pp. 313-319.

A practical and critical analysis of rug weaving and its possibilities as an industry for the blind.

CATELL, S. S. Articles that are not made by the blind as supporting sidelines in selling. *American Association of Workers for the Blind*, 1935. pp. 191-202.

Discusses the question of sighted labor in workshops for the blind, and of the sale of articles not made by the blind with blind-made products.

CHADWICK, C. D. The subsidized work shop, its place and possibilities. *Outlook for the Blind*, 15, 1921. pp. 129-132.

Principal points to be considered in the organization of a subsidized workshop are finance, purchase department, work processes, sales department, credit, and costs.

CHANDLER, R. V. A new frontier. *American Association of Workers for the Blind*, 1939. pp. 86-90.

Workshop management at the Industrial Home for the Adult Blind, Oakland, California.

CLARKE, D. The development of pastime occupations for the blind. *Teacher of the Blind*, 15, 1927. pp. 115-120.

Among the occupations suggested are knitting, sewing, housework, gardening, raffia work, rug making, basketry, etc.

COBURN, F. W. Artistic textiles by blind weavers. *Art and Progress*, 3, 1911. pp. 418-421.

An illustrated article on the weaving done in the workshops of the Massachusetts Commission for the Blind.

COOPER, A. Co-operative purchasing for blind workshops. *New Beacon*, 17, 1933. pp. 277-279.

This contributor to the discussion of co-operative purchasing believes the scheme practical only among small groups of workshops

in a given area, or when the smaller shop buys its materials from the larger ones.

DANBY, G. Workshop management. *World Conference on Work for the Blind*, New York, 1931. pp. 140-149.

A workshop manager in Glasgow, Scotland tells of the system prevalent in his shop with special regard to types of employment, minimum wages, sighted workers and supervisors, etc. At the time the article was written, six hundred blind workers and trainees were employed.

DENMAN, H. An experiment in helping blind women help themselves. *Outlook for the Blind*, 24, 1931, No. 4. pp. 30-32.

Tells of the Bureau Mailing Service, a commercial letter shop being operated by blind women under the supervision of the Bureau of Charities for the Blind.

DOWLING, E. M. Who should be eligible for employment in workshops and at what age? *American Association of Workers for the Blind*, 1935. pp. 80-94.

A survey of sixty-three workshops for the blind in this country in regard to their policy in selecting people for employment, the products of the shops, wages paid, profit and loss, etc.

Employment research; resumé of the work done by the Employment Officer of the National Institute for the Blind, of the results obtained to date, and of developments expected in the future. *New Beacon*, 20, 1936. pp. 197-200, 238-239.

FRIEDMAN, O. A. Objectives of the National Sheltered Workshop Committee. *American Association of Workers for the Blind*, 1935. pp. 110-118.

Discusses the position of the sheltered workshop under the National Industrial Recovery Act.

GLOVER, C. S. Flower baskets—an industry for the blind. *Outlook for the Blind*, 21, 1927, No. 2. pp. 14-15, 23.

Reports on a successful experiment in introducing flower basket making in the workshop of the Cincinnati Association for Welfare of the Blind.

———. The relation of the subsidized workshop to the workmen of low pro-

ductivity. *Outlook for the Blind*, 18, 1924, No. 2. pp. 59-62.

A statement of the various services which a workshop organization should be prepared to render the blind people of its community.

GREAT BRITAIN. MINISTRY OF HEALTH. ADVISORY COMMITTEE ON THE WELFARE OF THE BLIND. Report of the subcommittee on marketing and other matters affecting the employment and vocational training of blind persons. London, H. M. Stationery Office, 1934. 71p.

Reports on marking of blind-made goods, special workshops, home worker's schemes, vocational training, advertising, stock records, surplus, etc.

Hand woven. *Fashions Art*, 1, 1935, No. 3. pp. 64, 77.

Describes some of the weaving done by the Community Craft Weavers of the New York Guild for the Jewish Blind.

HEDGER, H. Employment of the blind; instructions how to work, and information concerning various trades for blind people working in their own homes. Sydney, S. E. Lees, 1899. 40p.

A booklet of instructions in basket making, mat making, manufacture of bedding, pal-liasses, halters, chair caning and skewer making.

HILL, St. C. Most approved methods of conducting workshops, including the question of wages, and of providing lodging accommodation for the workers. *Conference on Matters Relating to the Blind*, Westminster, 1902. pp. 99-105.

Home industries for the blind. *Beacon*, 8, 1924, No. 92. pp. 12-15.

Home workers and county councils. *New Beacon*, 17, 1933. pp. 198-201.

An open letter to the county councils, and a county councillor's reply.

A home workers' scheme for the blind, by O. L. T. *New Beacon*, 16, 1932. pp. 25-27.

A presentation of the English Home Workers' Scheme intended to benefit the blind living in isolated districts or those too heavily handicapped to move about freely.

HOOPER, J. T. How can the social service work and the business element in work-

shops be separated as to cost so that the business element can be studied in a rational way? *American Association of Workers for the Blind*, 1933. pp. 85-89.

Recommends a system of accounting by which the cost, the extent of each project and results obtained can be definitely known and studied.

HOWARTH, W. Sales shops for blind-made goods. *Teacher of the Blind*, 23, 1935. pp. 162-167.

A detailed description of a scheme for marketing of blind-made products, explaining the principles which have prompted the arrangement of the scheme.

ILLINGWORTH, W. H. Machine knitting for blind women and girls. *Outlook for the Blind*, 19, 1925, No. 3. pp. 54-56.

K., A. G. Home occupations for the blind. *Beacon*, 9, 1925, Nos. 97, 98, 99, 100, 101, 103, 104, 105, 106, 107, 108, & 10, 1926, Nos. 111, 112, 113, 114, 116, 117, 118, 119, 120, & 11, 1927, Nos. 121, 123, 124, 126, 127, 128, 130, 131, & 12, 1928, Nos. 133, 134, 137, 139, 140, 141, 142, 143, 144, & 13, 1929, Nos. 145, 146, 147, 148.

This series of articles gives directions for making cane-edged trays, table mats, baskets, tennis racquets re-stringing, doll's furniture, raffia work, rug making, rush work, bead work, wooden trays, braid weaving, tablet weaving, strip woodwork, hammock netting, picture framing, string-bag making, bead loom work, seagrass seating, woodwork, boot repairing, wooden toy making, basket-willow growing, and gardening.

KLEBER, C. C. History of National Industries for the Blind. *American Association of Workers for the Blind*, 1939. pp. 144-147.

The passing of the Wagner-O'Day act and its benefits to the workshops for the blind through the creation of National Industries for the Blind.

KLEIN, J. W. Lehrbuch zum Unterrichte der Blinden. Wien, Anton Strauss, 1819. pp. 273-353.

Suggestions for suitable training and occupations for the blind in the year 1819.

KÜSTERMANN, O. Workshop for the blind, Milwaukee. *Outlook for the Blind*, 4, 1910. pp. 23-25.



Data relating to the efforts of making blind men self-supporting in the state of Wisconsin in the years 1903-10.

LOVEWELL, R. Textile weaving for blind men. *Outlook for the Blind*, 21, 1927, No. 1. pp. 40-42.

Textile weaving by blind men employed by the Community Workers of the New York Guild for the Jewish Blind.

MCCARTHY, W. H. The effect of Federal and state legislation on the manufacture and sale of blind-made products. *American Association of Workers for the Blind*, 1939. pp. 228-231.

Deals largely with the Wagner-O'Day act providing for sale to the Government of blind-made products, and its effects on the workshops for the blind.

McKAY, E. C. Factors to be considered in establishing a workshop for the blind. *Outlook for the Blind*, 27, 1933. pp. 26-27, 38.

Conditions within a given state should be studied before any recommendations are made for or against the establishment of a workshop. This article enumerates points which should be covered by such a study.

———. Industrial research for the blind as it relates to workshops. *American Association of Workers for the Blind*, 1933. pp. 98-101.

Points out the need for discovering new articles that can be made by the blind, and suggests more research as to better production methods, wage payment plans, and cost analysis.

———. Vocations for the blind in Europe. *American Association of Instructors of the Blind*, 1934. pp. 221-224.

Comments on the prevalence of sheltered workshops in various European countries, and the trades taught in these shops.

MARX, MRS. M. Experiments with new industries. *American Association of Workers for the Blind*, 1927. pp. 52-55.

Doll-wig making, shoe cobbling and textile weaving have proved successful experiments.

MILLS, J. C. Searchlight on some American industries. Chicago, A. C. McClurg & Co., 1911. pp. 273-292.

One chapter in this book deals with the Michigan Employment Institution for the Adult Blind.

MOLINEAUX, E. S. Method of experimenting with new industries. *American Association of Workers for the Blind*, 1927. pp. 56-57.

Enumeration of principles to determine whether or not it is feasible for an organization to undertake to produce a new article.

MOORE, J. My experiences in a workshop for the blind. *New Beacon*, 19, 1935. pp. 237-239.

Describes the improvement in standard of life afforded the workers by the change from piecework pay to regular wages.

National Industries for the Blind. *Outlook for the Blind*, 33, 1939. pp. 19-20.

Gives the rules and regulations for Federal Government purchases of brooms and mops from workshops for the blind prescribed by the Committee on Purchases of Blind-Made Products, appointed by President Roosevelt.

NATIONAL INSTITUTE FOR THE BLIND. Basket-making by the blind. London, National Institute for the Blind, 193-? 31p. (Bulletin, No. 5)

Surveys the field in general, and reports on the investigation conducted by the National Institute of Industrial Psychology.

———. Employment of the blind; employment of blind persons in ordinary factories and workshops; sub-contracting as a means of finding new occupations. London, National Institute for the Blind, 1930. 15p. (Bulletin No. 1)

———. Report on sighted labor in workshops for the blind. London, National Institute for the Blind, 1933. 22p. (Bulletin No. 8)

A report of an investigation made by the Association of Workshops for the Blind, England into the question of the employment of sighted labor in workshops for the blind.

O'HARA, G. M. Wholesale selling. *Outlook for the Blind*, 26, 1932. pp. 218-222.

Tells of the experiences of a sales assistant of the New York State Commission for the Blind in developing a wholesale market for rugs and other products of the blind.

P., B. O. Workshops for the blind, the case for rationalization. *New Beacon*, 22, 1938. pp. 123-124, 160-162, 182-183, 211-212.

A series of articles which endeavors to prove that there is a place in industry for the well-managed, well-equipped workshop for the blind. Refers especially to English conditions.

PALMER, E. B. New industries for the blind. *American Association of Workers for the Blind*, 1927. pp. 48-52.

Experiences with furniture refinishing, laundry work and fine sewing in shops supervised by the Cleveland Society for the Blind.

PLATT, A. Workshops and their place in the scheme of blind welfare. *New Beacon*, 22, 1938. pp. 29-33. (Also *Teacher of the Blind*, 26, 1938. pp. 125-131.)

This discussion is primarily concerned with conditions in England.

The problem of employment in workshops. *New Beacon*, 19, 1935. pp. 36-37.

A report of a discussion of workshop management, with special emphasis on standards of quality of output, and practical methods of marketing.

PURSE, B. Methods of remuneration. *New Beacon*, 15, 1931. pp. 148-149, 173-174, 196-198, 220-222, 240-242, 267-269, 289-291, & 16, 1932. pp. 17-19, 40-42, 64-66, 108-111, 161-163, 210-213.

A comprehensive study of the systems of wage payments obtaining in 15 English institutions for the blind, representing the largest employment agencies in the country.

———. A report of a special visit to the Royal Asylum for the Blind, Glasgow, April, 1932. London, National Union of the Professional and Industrial Blind of Great Britain and Ireland, 1932. 18p.

An historical and critical survey of one of the largest workshops in Great Britain.

———. The social and economic value of home workers' schemes. *New Beacon*, 17, 1933. pp. 154-157, 180-183.

An examination of home workers' schemes conducted under the auspices of the National Institute for the Blind and the School for Teaching and Training the Blind, Swiss Cottage.

RAND, L. S. Special sales of work by the blind. *Outlook for the Blind*, 11, 1917. pp. 59-61.

Outlines marketing procedures employed by the Massachusetts Commission for the Blind.

REED, F. S. Standardizing and marketing the products of blind workers—women. *American Association of Workers for the Blind*, 1925. pp. 14-20.

Discusses the training and organization of the blind woman home worker, and the various ways which may be adopted of marketing the articles produced.

———. Wholesaling blind women's work. *Outlook for the Blind*, 11, 1917. p. 62.

Successful selling to the wholesale market of towels, aprons, dress bags, ironing covers and rugs made by blind women.

RETSLER, E. Blind home workers in Sweden. *World Conference on Work for the Blind*, New York, 1931. pp. 114-119.

Home industries for the blind have been especially successful in Sweden due to the system of marketing worked out in this country. Wholesale selling was found more effective than salesrooms.

RICHMOND, L. Local authorities and the welfare of the blind, with particular reference to the Blind Persons Acts, 1920 & 1938. London, Law & Local Government Publications, Ltd., 1938. 63p.

Gives information on the English system of welfare work for the blind, including the organization of workshops and of home workers' schemes.

SALMON, P. J. Basic principles for a sheltered workshop for the blind. *Outlook for the Blind*, 33, 1939. pp. 46-48.

Discusses the selection of employees, length of service, training period, wage rates, working conditions, selection of products, etc.

———. Co-operative activities among organizations for the blind. *American Association of Workers for the Blind*, 1933. pp. 89-95.

Suggestions for a code of general practice among workshops for the blind, with special

attention to such special problems as determination of selling price, labels on products made by the blind, sharing of large orders, etc.

———. Methods of standardizing and marketing the products of the blind—men. *American Association of Workers for the Blind*, 1925. pp. 20-27.

Presents methods of standardizing and selling products of the blind from the point of view of a successful manager of a workshop for the blind.

———. The purpose of a sheltered workshop for the blind. *American Association of Workers for the Blind*, 1939. pp. 242-244.

Considers the selection of those who should be employed in a workshop for the blind, training necessary, wages, working conditions, etc.

SCOTT, B. M. Quilt making by sightless women. *Outlook for the Blind*, 24, 1930, No. 3. pp. 42-43.

Quilt making in the workshop of the Albany Association for the Blind.

Some recent experiments in the employment of the blind. *American Association of Workers for the Blind*, 1911. pp. 18-29.

A collection of four papers by men and women experienced in the employment of the blind. Work in competition with the seeing, sheltered workshops, home industries, vocational training and placement are some of the subjects considered.

STARLING, S. W. Blind workshop administration and management. *New Beacon*, 14, 1930. pp. 61-63.

A short paper on workshop management, dealing with subjects such as staff organization, selling, workshop conditions, buying, economy of production, productivity of the worker, economy in overhead expenses, and the blind worker's voice in the management of affairs.

———. Blind workshop occupations. *World Conference on Work for the Blind*, New York, 1931. pp. 121-138.

In this article, twenty-one crafts are described, and the ones most suitable from the point of view of wage-earning possibilities and the

amount of employment they provide are pointed out. In addition, a system of augmentation of wages is suggested.

———. Buying materials co-operatively. *Outlook for the Blind*, 33, 1939. pp. 84-85.

Describes a scheme of buying materials co-operatively developed by the National Association of Workshops for the Blind in England.

———. Coal-bag making. *Outlook for the Blind*, 26, 1932. pp. 91-93.

Describes the making of coal-bags in a workshop for the blind in England.

———. Flat machine knitting. *Outlook for the Blind*, 26, 1932. pp. 223-225.

Tells of flat machine knitting as it is done in an English workshop for the blind or as home work under the supervision of an agency for the blind.

TOWNSEND, M. R. A wage plan for a sheltered workshop. *Outlook for the Blind*, 31, 1937. pp. 162-164.

Reports on a new wage plan for a workshop for blind women put into effect by the Brooklyn Bureau of Charities, and based on an attempt to work out some suitable relationship between the amount paid and actual realistic earnings which would provide incentive.

WAGG, H. J. A workshop's ups and downs. *New Beacon*, 18, 1934. pp. 1-3.

The history of the Barclay Workshops for Blind Women, London, with special emphasis on the development of the shop's knitting department.

WHITEHEAD, W. The problem of employment in workshops. *Teacher of the Blind*, 23, 1935. pp. 115-120. (Also *New Beacon*, 19, 1935. pp. 36-37.)

Discusses type and quality of product, prices to be asked and other questions of marketing.

———. Remuneration of the blind in workshops. Manchester, Northern Counties Association for the Blind, 1933. 8p.

Three points are discussed, the assessment of worker's earning power, the minimum qualification in earning power for the recognized worker, and the minimum income, wages and augmentation which it is considered a qualified worker should receive.

Workshops—Round table. *World Conference on Work for the Blind*, New York, 1931. pp. 376-378.

An informal conference in which a number of workshop managers from various countries took part. The question of new industries for the blind was brought up.

Workshops for the blind. *Conference of the Blind and their Friends*, London, 1890. pp. 77-92.

The report to the conference of the Subcommittee on Workshops for the Blind and the resulting discussion in which many well known managers of workshops took part.

## SHOE REPAIRING

ANGOVE, P. Is shoe repairing a profitable and practicable occupation for the blind? *Outlook for the Blind*, 20, 1926, No. 3. pp. 40-42.

With certain provisions and restrictions, shoe repairing has been shown to be a profitable and practicable occupation for the blind. It is recommended that all state schools for the blind open a shoe repair department. Many suggestions are given in regard to setting up business and getting established in the work.

———. Shoe repairing, a profitable occupation for the blind. *Industrial Educational Magazine*, 25, 1924. pp. 245-248.

The State supervisor, Civilian Vocational Rehabilitation, Michigan discusses the efforts made to establish blind men in shoe repair work. He thinks it has been demonstrated that the experiment has opened up to the blind a new occupation which is practical in every respect.

BILLINGS, H. M. Shoemaking at the Connecticut School for the Blind. *Outlook for the Blind*, 2, 1928, No. 4. pp. 36-37.

A shoe repair shop was established at the Connecticut School for the Blind for one of its graduates. In the beginning the shop served mainly those connected with the school, but business soon increased to include substantial outside trade.

HASLIP, M. Machine shoe repairing. *Out-*

*look for the Blind*, 17, 1923, No. 1. pp. 12-15.

A shoe repair shop is established by the Michigan Rehabilitation Division for training blind men in this line of work. A list of necessary machinery is included.

———. Making a living from shoe repairing. *Outlook for the Blind*, 20, 1926, No. 3. pp. 43-45.

The story of the personal success of the writer in his own shoe repair shop which led to the opening of a shoe repair department at the school for the blind at Lansing, Michigan. The equipment of the school shop and the teaching plan are discussed as well as the financial return which may be expected.

———. Shoe repair as a vocational study in the Michigan school for the blind. *Teachers Forum*, 8, 1936. pp. 82-90.

A detailed plan for teaching shoe repair in a school for the blind. Various processes of the work are discussed as well as tools and machinery which may safely be used by a blind person.

ROBERTS, C. LA V. Wouldn't be licked; they said it couldn't be done—but he's doing it. *Shoe Repair Service*, 15, 1935, No. 8. pp. 28-29.

The life and work of Melvin Haslip, blind shoe rebuilder of Lansing, Michigan.

## TEACHING

BARTLETT, J. Letter from Antioch professor. *Outlook for the Blind*, 22, 1928, No. 1. pp. 25-26.

Excerpts from a letter from a blind man who holds a position as an Associate Professor in English and French at Antioch College.

Blinde als Blindenlehrer. *Beiträge zum Blindenbildungswesen*, 4, 1933. pp. 44-63.

A collection of papers by various authors on the employment of blind persons as teachers in schools for the blind.



BURT, A. A blind woman joins our staff. *Outlook for the Blind*, 23, 1929, No. 2. pp. 17-19, 22.

The story of Leila Cannon, blind music teacher at the Appalachian School, Penland, N. C.

CUMMINGS, F. J. The teaching of languages as a profession for the blind. *Outlook for the Blind*, 22, 1928, No. 3. pp. 47-48.

A discussion of opportunities in this field by a blind teacher of French at the University of Pennsylvania.

DYMOND, A. H. A few thoughts on the employment of blind teachers in the education of the blind. *American Association of Instructors of the Blind*, 1892. pp. 55-58.

An early contribution to the discussion, blind vs. seeing teachers of the blind, mainly pointing out the many additional difficulties which encounter the blind teacher.

Employment of blind teachers. *New Beacon*, 15, 1931. p. 260.

Resumé of a statement by the Teaching Staff Sub-Committee of the London County Council expressing the view that, in future, no blind teacher should be appointed to a school for blind children.

The employment of blind teachers. *Teacher of the Blind*, 19, 1931. pp. 87-91.

A report of a visit of a deputation of workers for the blind to the London County Council making a recommendation for the employment of blind teachers in schools for the blind. Included are also statements on the subject by educators in other countries.

The employment of blind teachers; report of special meeting of the superintendents and heads of institutions and workshops for the blind in England and Wales. *Blind*, 3, 1912. pp. 578-586. (Also *Outlook for the Blind*, 6, 1912. pp. 47-51.)

After a discussion a resolution was passed recommending the employment of blind teachers in schools for the blind in England.

First blind teacher in the U. of P. *Outlook for the Blind*, 21, 1927, No. 2. p. 52.

Reports the appointment of Francis J. Cummings as Assistant Instructor in French at the University of Pennsylvania.

GUYTON, D. E. How I teach history to seeing students. *Outlook for the Blind*, 22, 1928, No. 1. pp. 22-24, 32.

Autobiographical sketch of a blind man who occupies the Chair of History in the Blue Mountain College, Mississippi.

ILLINGWORTH, W. H. History of the education of the blind. London, Sampson, Low, Marston & Co., Ltd., 1910. pp. 157-163.

"Should the training and education of blind children be entrusted to blind teachers? If so, to what extent?"

KELLY, W. A. A blind practice teacher in a sighted class. *Outlook for the Blind*, 29, 1935. pp. 143-147.

The experiences of Edward Kuncel, a blind practice teacher of history in a city high school, working towards his teacher's certificate.

KLEIN, J. W. Lehrbuch zum Unterrichte der Blinden. Wien, Anton Strauss, 1819. pp. 268-272.

This pioneer educator of the blind believed that blind persons could be quite successful as teachers of blind as well as seeing pupils.

KUNCEL, E. As one teacher teaches. *Outlook for the Blind*, 32, 1938. pp. 17-19.

A blind teacher of history tells of his work with seeing high school students.

LATIMER, H. R. The true sphere of the blind teacher. *American Association of Instructors of the Blind*, 1902. pp. 39-43.

Outlines the part the blind teacher may successfully take in the education of the blind.

LUDWIG, H. Der Blinde als Philologe. *Beiträge zum Blindenbildungswesen*, 2, 1931. pp. 37-44.

Considers the opportunities for the German blind in positions as teachers of foreign languages.

PATTERSON, J. Language teaching for the blind. *New Beacon*, 14, 1930. p. 238.

Considers the teaching of languages as a suitable vocational field for the blind.

POTTHOFF, W. Experiences of a blind private teacher. *Teacher of the Blind*, 19, 1931. pp. 143-145. (Originally in *Bei-*

*träge zum Blindenbildungswesen*, 1, 1930. pp. 77-81.)

Autobiographical sketch of a blind German private teacher of languages.

RECKLING, O. Der blinde Blindenlehrer. *Blindenfreund*, 53, 1933. pp. 89-94.

A discussion of the employment opportunities of the blind teacher in a German school for the blind.

THOMAS, B. The employment of blind teachers. *Teacher of the Blind*, 20, 1932. pp. 182-183.

A short statement by a blind teacher on the

advantages of employing blind teachers in schools for the blind.

VAN CLEVE, E. M. The author of "Milton's blindness". *Outlook for the Blind*, 28, 1934. pp. 19-21.

Biographical sketch of Dr. Eleanor Gertrude Brown, who is a successful teacher of seeing children in a high school in Dayton, Ohio.

WILBER, L. Teaching pupils who can see. *Outlook for the Blind*, 22, 1928, No. 1. pp. 17-21, 33.

Experiences of a blind woman in teaching seeing pupils in a private school in California.

## TELEPHONE SWITCHBOARD OPERATING

BECK, J. L. Telephone switchboard work. *Outlook for the Blind*, 29, 1935. p. 210.

A new touch-system switchboard is installed at the Maryland Workshop for the Blind. The table attachment to the left of the switchboard consists of about 80 plungers and 80 braille stations, and may be connected to any light-cord switchboard. The blind operator had no difficulty in adjusting to this new device.

HENRI, P. L'emploi des aveugles comme téléphonistes. *Revue Industrielle*, 58, 1928. pp. 467-469.

In France special devices have been invented making it possible for a blind person to serve as a telephone switchboard operator. A list of offices is given where blind telephone operators have found employment.

JOSEFIK, L. Der blinde Telefonist. *Beiträge zum Blindenbildungswesen*, 8, 1937. pp. 40-47, 68-73.

Considers the special personal qualifications necessary in a blind telephone operator, the training required, and the technical adjustments which must be made on the switchboard to be served.

———. Der blinde Telefonist. *Beiträge zum Blindenbildungswesen*, 10, 1939. pp. 109-110.

Gives information on later developments in the placement of blind telephone operators in Germany.

———. Der blinde Telefonist; supple-

ment to *Beiträge zum Blindenbildungswesen*, 1932. 20p.

A blind telephone operator surveys the opportunities for the blind in this field and discusses the special devices which may enable the blind to serve as switchboard operators. The types of switchboard generally used in Germany offer the blind operator no special difficulty, if provided with a special device which utilizes the sense of touch or the sense of hearing instead of sight.

LAVERTY, T. Telephony; an occupation for the blind. *New Beacon*, 17, 1933. pp. 103-104.

This writer asserts that no special device is needed to enable a blind person to operate most of the commonly used telephone switchboards. With the coming of the "automatic" system, the prospects for the blind operator should be even better, and efforts should be made to establish blind persons more widely in this occupation.

NICHOLS, H. W. Telephone switchboard project for the blind. *American Association of Workers for the Blind*, 1935. pp. 73-78.

Following a conference in Washington, D. C., where several states were represented, a program of training for blind operators of small telephone switchboards was arranged for the State of Kentucky. The selection of applicants for the course, the duration of the course, cost and equipment of the program, follow-up or placement are discussed and

suggested recommendations for future training programs are listed, the training to be carried out in connection with the state institution for the blind.

PEYER, H. Der blinde Telefonist. *Blindenwelt*, 20, 1932. pp. 96-106.

A plea that more efforts be made to establish blind persons as telephone operators. Various switchboard systems and how they may be adjusted to the use of the blind are discussed. A number of references from firms and organizations employing blind telephone operators is given.

SONTHEIM, E. Der blinde Telefonist. *Blindenwelt*, 21, 1933. pp. 244-246.

A blind telephone operator tells of his own experiences in his work. At first he was operating a switchboard governed by light signals. Later a modern, automatic system was installed, which was especially easy for him. A more general use of this switchboard system would increase the vocational opportunities for the blind telephone operator.

———. Der blinde Telefonist. *Blindenwelt*, 23, 1935. pp. 306-308.

The writer explains various changes made during the preceding two years on the telephone switchboard which he is operating.

U. S. OFFICE OF EDUCATION. Training of blind persons to operate telephone switchboards . . . Washington, 1935. 6p. (Mimeographed)

A document prepared by the Rehabilitation Service of the U. S. Office of Education for the use of state vocational rehabilitation centers to acquaint them with what has been done in the field of training of blind operators of telephone switchboards, what further developments are contemplated, and what procedures should be followed to carry on such a project.

WILEY, C. C. The way switchboard work is handled in Illinois. 1934. 3p.

An explanation of the training of telephone operators as given at the Illinois school for the blind, with suggestions for methods of placing the blind operator in a remunerative position.

## MISCELLANEOUS VOCATIONS

BULLOCK, C. F. A blind man's kennels. *Outlook for the Blind*, 28, 1934. pp. 165-168.

A blind man tells of his success in operating a dog kennel.

CARMER, D. R. Leather work. *Outlook for the Blind*, 27, 1933. pp. 61-64.

Directions for making articles of leather by means of punching and "thonging" edges, intended especially for the worker without sight.

IRWIN, R. B. Blind people in library work for the blind. *Outlook for the Blind*, 26, 1932. pp. 26-30.

A survey of the field of library service for the blind, in which it is found that practically every phase of the work is being handled by

some blind person in some of the outstanding libraries for the blind.

PRITCHARD, M. C. Vocation for the blind. *Library Journal*, 62, 1937. pp. 579-581.

A survey of the training opportunities and the employment possibilities for the blind for professional library work.

TURNER, H. Fifteen million assistants. *Outlook for the Blind*, 29, 1935. pp. 198-200.

Successful bee-keeping by a blind man at Allandale, Ontario, Canada.

TWINING, F. S. John Auer, maker of violins. *Outlook for the Blind*, 20, 1926, No. 1. pp. 49-51.

Tells of a blind man who makes violins for the commercial market.

# PENSIONS AND RELIEF

AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND. Report of the Committee on adequate relief. *American Association of Workers for the Blind*, 1931. pp. 6-9.

Considers definition of adequate relief; who shall receive relief; who shall pay relief; and administration of relief.

BEASLEY, R. W. Aid to the blind, services to the blind and vocational rehabilitation. *American Association of Workers for the Blind*, 1939. pp. 37-45.

Survey of aid to the blind in accordance with the Social Security Act.

BECK, J. L. Effects of social security on training and employing the blind. *American Association of Workers for the Blind*, 1937. pp. 76-83.

A discussion of title X of the Social Security Act and its effects in the management of a workshop for the blind.

BEST, H. Blindness and the blind in the United States. New York, The Macmillan Co., 1934. pp. 534-562.

Two chapters of this book deal with pensions for the blind; theoretical considerations, history of pensions for the blind, and the practical application of relief to the blind in United States up to the time this book was written.

Blind assistance in New York State. *Outlook for the Blind*, 33, 1939. pp. 7-18.

Blind assistance as viewed by the state, by Fred A. Schumacher; Blind assistance as viewed by the blind, by Benjamin Berinstein; Blind assistance as viewed by a local private agency for the blind, by Bertha S. Armstrong; Blind assistance as viewed by a county welfare district, by Esther Fowler.

Blind relief laws in America. *New Beacon*, 15, 1931. pp. 54-55.

A review of *Blind Relief Laws, Their Theory and Practice*, by Irwin and McKay.

BLOOM, A. State mothers' and blind pension laws and federal standards. *Social Security*, 10, 1936, No. 1. pp. 3-4.

An analysis of the status of state relief laws after the passage of the Social Security Act.

BREVIS, H. J. Principles and standards of blind relief legislation. *Social Forces*, 13, 1935. pp. 391-399.

A discussion of the scope and tendencies of relief legislation for the blind in a number of countries having a population of 2500 sightless or more.

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# MENDICANCY

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DONEHOO, P. Honest blind man detests the blind beggar who lives off the public. *Lion*, 21, 1939, No. 10. pp. 11, 46-47.

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DUNN, M. A. The attitude of the blind street worker. *American Association of Workers for the Blind*, 1927. pp. 81-82.

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SOCIAL  
ADJUSTMENT





## GUIDE DOGS FOR THE BLIND

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Braille and a dog help Joe in his career. *Red Cross Courier*, 15, 1936, No. 11. p. 28.

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CAMPBELL, M. D. The "Seeing Eye" goes to college. *Outlook for the Blind*, 30, 1936. pp. 145-147.

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CONNELLY, A. I walk with a dog. *Outlook for the Blind*, 24, 1930, No. 1. pp. 30-33.

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DAUBENAY. Quelques mots sur le chien-guide de l'aveugle. *Valentin Haüy*, 1930, No. 1. pp. 1-3.

A short statement on the work of the *L'Oeil qui Voit*, Lausanne, Switzerland.

Dogs see, think for the sightless. *Gas Logic*, 51, 1932, No. 4. p. 7.

This short article tells how Seeing Eye dogs lead their masters through heavy city traffic, and how they are being trained for this work.

Dogs that see for the blind. *Popular Mechanics*, 52, 1929, No. 1. pp. 59-61.

A short article on the seeing eye dogs educated in Nashville, Tenn.

DONNELLY, R. L. The conquest of New York street traffic. *Outlook for the Blind*, 18, 1929, No. 2. pp. 23-24.

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———. Dogs as guides for the blind. *High School Service*, 6, 1930. pp. 171-173.

The early history of the Seeing Eye organization.

———. Dogs as guides for the blind. Lausanne, l'Oeil qui Voit, 1929. 20p.

A booklet giving information about dogs as guides for the blind and their instruction at The Seeing Eye at Nashville, Tenn., and at *L'Oeil qui Voit*, Lausanne, Switzerland.

———. Guide dogs for the blind. *World Conference on Work for the Blind*, New York, 1931. pp. 183-191.

The early history of the guide-dog movement in Europe and America.

———. Lead dogs for the blind. *Outlook for the Blind*, 22, 1929, No. 4. pp. 16-19.

An address given at the Colony Club in New York on the beginning of the work of the Seeing Eye, Inc.

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This is the article that first informed the American public of the training of dogs as guides for the blind in Germany, and which led to the establishment of the Seeing Eye organization in Nashville, Tenn.

FRASER, I. Captain Fraser's views on dogs. *New Beacon*, 14, 1930. pp. 53-54.

The Chairman of St. Dunstons reports his impressions of a visit to guide dog training centers in Germany and Switzerland.

GENTRY, G. Dogs go to high school. *Teachers Forum*, 11, 1939. pp. 75-76.

Tells of two blind high school students and their guide dogs.

GORDON, J. F. The educated brain and loving heart of a German shepherd dog. *American Association of Workers for the Blind*, 1935. pp. 70-73.

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GREEN, G. The whole world & company. New York, Reynal & Hitchcock, 1936. pp. 231-241.

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The story of the inauguration of the guide dog movement in England.

GUINOT, P. Your guide dog. ... *And There Was Light*, 1, 1932, No. 2. pp. 29-35.

A description of training methods used at *L'Oeil qui Voit*, Vevey, Switzerland.

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HARTWELL, D. The Seeing Eye. *Journal of Exceptional Children*, 6, 1939. pp. 107-111.

HENDERSON, R. Trained dogs guide the blind. *Hygeia Magazine*, 13, 1935. pp. 708-710.

The work of the Seeing Eye dogs and their training.

HEYLIGER, W. Dark conquest. New York, D. Appleton-Century Co., 1936. 202p.

A book of fiction with a blind man and a guide dog as central characters. There is a foreword by Mrs. Harrison Eustis, the president of the Seeing Eye, Inc.

HUMPHREY, E. S., and WARNER, L. Working dogs; an attempt to produce a strain of German shepherds which combines working ability and beauty of conformation. Baltimore, Johns Hopkins Press, 1934. 253p.

Among the dogs discussed in this book are the Seeing Eye dogs used as guides for the blind.

JONES, G. W., JR. Dogs trained as eyes for the blind; intelligent and willing animals taught at New Jersey school to lead sightless masters in crowded cities by signaling through leash attached to leather thong. *Literary Digest*, 117, 1934, No. 23. p. 49.

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KNIGHT, R. A. A friend in the dark; the story of a "Seeing Eye" dog. New York, Grosset & Dunlap, 1937. 65p.

A book of fiction with a blind man and his guide dog as central characters. There is a foreword by Morris S. Frank of the Seeing Eye, Inc.

MASON, E. I. Lux of LaSalle; he proves his worth in the Senate. *Nature Magazine*, 13, 1929, No. 2. p. 90.

The story of Senator Schall's guide dog, Lux.

MORGAN, A. The guide-dog in action. *New Beacon*, 17, 1933. pp. 119-121.

An English owner of a guide dog tells of the freedom and the pleasure the dog has brought him.

ROBINSON, H. M. Dogs against darkness. *Rotarian*, 50, 1937, No. 5. pp. 28-31, 34.

The history and working methods of the Seeing Eye organization at Morristown, N. J.

The Seeing Eye. *Time*, 27, 1936, No. 20. pp. 79-80.

The work of the Seeing Eye dogs described on the occasion of the National Institute of Social Sciences medal being awarded Mrs. Dorothy Harrison Eustis.

THE SEEING EYE, INC. Dog and man; rehabilitation of the blind through the use of dog guides, science—research. 1932? 22p.

A booklet giving the early history of the Seeing Eye at Morristown, N. J., and a description of the work of the organization.

Shepherd dogs to guide the blind. *House and Garden*, 65, 1934, No. 1. pp. 11-13.

Describes the training of the Seeing Eye dogs and their work in serving as guides for the blind.

SINCLAIR, S. M. Guide dogs in the United States of America. . . . *And There Was Light*, 1, 1932, No. 4. pp. 8-11.

Guide dogs for the blind in the United States with special reference to those trained at the Seeing Eye, Inc., at Morristown, N. J.

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Training of dogs to guide the blind at the LaSalle kennels in Minneapolis, Minn.

SMITH, C. F. This blind boy and his dog bring hope to the sightless. *American Magazine*, 110, 1930, No. 1. pp. 74, 77.

The story of Morris Frank and his dog Buddy, and the beginning of the Seeing Eye organization.

STIDGER, W. L. The Seeing Eye. *Christian Herald*, 57, 1934, No. 8. pp. 4-6, 18.

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TARKINGTON, B. The Seeing-Eye dog. *Ladies Home Journal*, 54, 1937, No. 9. pp. 16-17, 58, 60-61.

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THORNDYKE, H. A new pair of eyes. *Family Circle*, 6, 1935, No. 1. pp. 10-11, 18-19.

The writer tells of a visit to the Seeing Eye headquarters.

WILCOX, U. V. The blind man sees; trained dogs now guide the sightless through traffic. *Keystone Motorist*, December, 1930. pp. 6-7, 34.

The Seeing Eye dog of Morristown, N. J., in training and at work.

WOOD, M. T. Students of the Seeing Eye. *Safety Education Magazine*, 14, 1934, No. 1. pp. 3-4, 16-18.

Pictures and stories from the Seeing Eye, Inc., Morristown, N. J.

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## MARRIAGE AND SEX PROBLEMS

ALDRICH, C. B. Should the blind marry? *Mentor*, 2, 1892. pp. 182-187.

Points out some of the difficulties which a blind woman encounters in regard to marriage.

ALLEN, E. E. On the intermarriage of the blind. *Teachers Forum*, 11, 1938. p. 30.

Discusses co-education in residential schools for the blind in relation to future attachments and intermarriage of the blind.

BEST, H. Blindness and the blind in the

United States. New York, The Macmillan Co., 1934. pp. 203-209.

Chapter 15, "Marital condition of the blind—extent to which blind are married".

The blind and marriage. *New Beacon*, 14, 1930. p. 186.

Extract of a newspaper article, "Penalizing the blind who get married" dealing with the withdrawal of pension benefits to blind couples who marry; and a copy of a letter from Ian Fraser on the subject.



BÜRKLEN, K. Die Frau des Blinden. *Zeitschrift für das oesterreichische Blindenwesen*, 2, 1915. pp. 283-287.

Quotes examples from published literature on happy marriages between a blind man and a seeing woman.

BURRITT, O. H. Sex education. *American Association of Instructors of the Blind*, 1926. pp. 328-342.

Considers sex education in schools for the blind.

BÜTTNER, A. Die Blindenehe. *Blindenlehrerkongress*, Köln, 1888. pp. 45-54.

A study of the prevalence of marriage of the blind, with stories of cases observed by the writer.

CHARWOOD, M. Should blind people marry? *New Beacon*, 21, 1937. pp. 173-174.

A blind woman gives her views on the subject.

CUTSFORTH, T. D. The blind in school and society. New York, D. Appleton and Co., 1933. pp. 145-165.

Chapter 7 reports on sex behavior of the blind, mainly of blind children.

FRASER, C. F. The marriage and intermarriage of blind persons. *Outlook for the Blind*, 6, 1913. pp. 86-87.

The superintendent of a school for the blind gives as his opinion that the possibility of marriage between a blind and a seeing person depends on circumstance, economic or otherwise; marriage between two blind persons should not be encouraged.

———. The problems of adolescence and how to meet them in our schools. *American Association of Instructors of the Blind*, 1926. pp. 100-102.

GOTTWALD, A. Erbliche Blindheit als Ehehinderungsgrund. *Beiträge zum Blindenbildungswesen*, 6, 1935. pp. 119-123.

Discusses the German law of October 1935 which forbids marriage for certain race hygienic reasons, and its relation to marriages among the blind.

HALL, H. A. Should the blind marry? *Mentor*, 2, 1892. pp. 352-355.

The opinion of this writer is that marriage between two blind persons should be prohibited, but that a blind man should be en-

couraged to marry a seeing wife if he can support her.

JAVAL, E. On becoming blind; advice for the use of persons losing their sight; translated by Carroll E. Edson. New York, The Macmillan Co., 1905. pp. 147-151.

A physician considers reasons for and against marriage of the blind, mostly from the medical standpoint.

KARASCH, K. Eheanalyse im Hinblick auf Nichtsehende. *Beiträge zum Blindenbildungswesen*, 6, 1935. pp. 12-18.

An analysis of marriage especially as it affects the blind. The article only considers those relationships in which only one of the partners is blind.

Die Liebe der Blinden. *Blindenfreund*, 14, 1894. pp. 127-130.

Discussion of the problem of marriage of the blind suggested by contemporary literature on the subject.

LUCAS, S. D. The adolescent boy. *American Association of Instructors of the Blind*, 1926. pp. 103-104.

MARKS, R. A. The blind demand the right to marry. *Physical Culture*, 79, 1938, No. 2. pp. 34-36, 58, 60.

Presenting the point of view of a young blind man in regard to marriage.

MERRY, R. V. Problems in the education of visually handicapped children. Cambridge, Harvard University Press, 1933. pp. 159-163.

"Sex problems among blind children."

MITCHELL, A. The blind; their capabilities, condition, and claims; an essay. London, George Morrish, 1860. 48p.

This essay includes a discussion of marriage and intermarriage of the blind.

REUSS, A. Das Liebesleben des Blinden. Gerhardt, *Materialien zur Blindenpsychologie*, 1917. pp. 154-181.

A discussion of the sex problems of the blind from a physiological as well as a psychological point of view.

ROCKLIFFE, W. C. The intermarriage of blind persons. *Conference on Matters*

*Relating to the Blind*, Westminster, 1902. pp. 234-236.

Economic and medical grounds for the dissuasion of intermarriage among the blind.

SCHERER, F. Die Zukunft der Blinden; fünf Vorträge. Regensburg, J. Reitmayer, 1866. pp. 96-102.

"The blind as family member, friend, husband, father and citizen."

SCHNEIDER-HELL. Vom sexualleben des Blinden. *Deutsche Psychologie*, 3, 1921. pp. 244-259.

Observations on the sexual life of the blind.

TURNER, M. A. The problems of adolescence and how to meet them in our schools. *American Association of Instructors of the Blind*, 1926. pp. 105-106.

VILLEY, P. L'aveugle dans le monde des voyants; essai de sociologie. Paris, Ernest Flammarion, 1927. pp. 226-230.

In a chapter on the blind woman in literature, the writer discusses her position in regard to love and marriage. Examples are given from published works.

## RECREATION

ADICKES, W. J. Summer camps for blind men. *American Association of Workers for the Blind*, 1937. pp. 83-87.

A description of Camp Happiness, conducted as a summer vacation camp by the New Jersey Blind Men's Club.

ALLEN, E. E. The diversions of two-score blind people. *Outlook for the Blind*, 18, 1924, No. 2. pp. 34-35.

This study is based on forty-two letters from blind men and women. In general, the diversions mentioned most frequently are the social ones, like cards, dancing and clubs. Second in frequency come out-of-doors activities, particularly walking with friends. The most popular single diversion is reading.

ALLEN, M. B. Leisure time activities and occupational therapy. *American Association of Workers for the Blind*, 1937. pp. 145-155.

Suggestions for healthful and profitable ways of spending the many leisure hours which are met with in the life of the blind person.

———. Plays and games for the blind. *American Association of Instructors of the Blind*, 1926. pp. 265-267.

A collection of games for blind children of various ages.

BALDON, A., and OTHERS. Comment doit-on comprendre et organiser les récréations dans les écoles d'aveugles?—A discus-

sion. *Congrès International pour l'Amélioration du Sort des Aveugles*, Bruxelles, 1902. pp. 183-218.

A discussion among experts from many countries of ways and means of making recreational activities in schools for the blind more effective and beneficial, and what games and sports can be introduced in these schools.

BARTLETT, B. E. Play, its meaning and application in connection with the blind child. *American Association of Instructors of the Blind*, 1936. pp. 63-67.

On the playgrounds the children are free to use the material learned and adapt it to their fancies. The writer outlines five periods of childhood, which differ somewhat from each other, and therefore call for different sorts of games suitable for each period.

Baseball game for blind is played by sound. *Popular Mechanics*, 70, 1938. p. 191.

Sound baseball played with a playground ball containing jinglers which produce sound when it is rolled, batted or otherwise put in motion, is originated in California.

BLAKE, M. S. R. Games for the blind. *Teacher of the Blind*, 17, 1929. pp. 292-293.

A description of a few games especially selected as suitable for blind boys and girls. These games have been enjoyed by blind children and have been proved by practical experience to give good training in the development of team-spirit and general alertness.

———. More games for the blind. *Teacher of the Blind*, 18, 1930. pp. 64-66.

A further selection of games suitable for blind children.

BLEND, F. Recreation of blind children in the public schools. *Outlook for the Blind*, 27, 1933. pp. 171-174, 185.

Suggests a variable recreation program for the child in the public school class, including much intermingling with seeing students.

✓ Blind wrestlers. *Time*, 29, 1937, No. 8. pp. 65-66.

A report of a wrestling match between teams from two schools for the blind.

BONHAM, R. W. The development of sports for the blind at Worcester College. *New Beacon*, 23, 1939. pp. 42-43.

Among the activities discussed are rowing, swimming, scouting, athletics, dramatics, and chess.

BROWN, G. C. Worcester College for the Blind chess club. *New Beacon*, 18, 1934. p. 287.

Blind students make a very good showing in chess tournaments.

BURKE, A. Games as a regular part of the equipment of the classroom. *Teachers Forum*, 4, 1931. pp. 7-11. (Also *Teacher of the Blind*, 20, 1931. pp. 45-51.)

The games discussed are divided in two groups, those which develop mental perception, and those which develop physical perception. Games from the first group are tabulated under subjects, such as reading, spelling, numbers and language; while the games which belong in the second group are tabulated under each respective sense—hearing, touch, smell and taste.

✓ BURRITT, O. H. Recreation in a school for the blind. *Playground*, 5, 1911, No. 2. pp. 59-69.

Report of the recreational activities in the Pennsylvania Institution for the Instruction of the Blind, with special reference to playground equipment and such particular activities as dancing, swimming, football, bowling, parties, and gardening. The article is illustrated.

CAMPBELL, C. F. F. Blind campers. *Junior League Magazine*, 18, 1931, No. 1. p. 63.

A summer camp is conducted for a group of twenty blind children in Detroit.

CAMPBELL, C. F. F. Play in institutions, the blind. *Playground*, 5, 1911, No. 2. pp. 44-45.

Some general remarks on exercises and sports for the blind. References are made to the achievements of the writer's father, Sir Francis Campbell.

CHRYSLER, J. L. Pleasantville—play village for blind children. *Outlook for the Blind*, 20, 1926, No. 2. pp. 45-47.

A play village is used as a means of recreation for blind children, while at the same time it gives the teacher opportunities of having the children learn while playing.

CLARKE, D. The development of pastime occupations for the blind. *Teacher of the Blind*, 15, 1927. pp. 115-121.

The occupations discussed in this article are grouped as manual, educational and recreative pursuits. Some of the activities in the "manual" group involve making articles for possible sale, but the main purpose of the paper is to suggest ways in which a blind person may spend his leisure time in an interesting and amusing manner.

✓ CUTSFORTH, T. D. Some psychological aspects of the recreation problem. *What of the Blind?* 1938. pp. 195-205.

✓ DAWSON, C. W. Football as played at the Michigan School for the Blind. *Teachers Forum*, 8, 1936. pp. 48-49.

At the time this article was written the team referred to was the only blind football team in the country. In competition with teams from other schools these blind students made a very creditable showing with a good average of games won.

DELFINO, L. Leisure time activities for blind people. *American Association of Workers for the Blind*, 1933. pp. 62-68.

An investigation of the leisure time activities of a number of blind people. Expressions of opinion are received from an experienced social worker, a piano tuner, two osteopathic physicians, a typist and salesman, a successful lawyer, etc.

DEMAL, F. Das Jugendspiel in der Blindenanstalt. *Zeitschrift für das oesterreichische Blindenwesen*, 2, 1915. pp. 243-248.

The games discussed in this paper are divided in three groups, ball games, races and tournaments, and those involving physical ex-

ercises. In each of these groups the writer lists certain games that are not suitable for the blind, with others that may easily be adapted to the use of blind children.

———. *Spiele und Beschäftigungen während der Winterzeit. Zeitschrift für das oesterreichische Blindenwesen*, 7, 1920. pp. 1353-1359.

It is pointed out that blind children must be taught to play in various ways if they are to avoid forming undesirable habits and mannerisms. A number of suitable games are explained in detail.

DOYLE, T. S. Recreations and amusements for the blind. *American Association of Instructors of the Blind*, 1890. pp. 79-82.

An early discussion of the subject. The writer finds most active forms of recreation and amusement are not suitable for the blind. Their recreation and amusements will be limited mostly to sedentary pursuits.

DYCK, H. Leibesübungen in Wald und Feld. *Blindenfreund*, 51, 1931. pp. 90-94.

Blind children on vacation are enjoying free play in the woods and fields.

———. Das Rollballspiel. *Blindenfreund*, 51, 1931. pp. 271-276.

Rules and regulations for playing "rolling" ball as adapted to the use of blind children in a German school.

EMANUELE, G. Playground activity for the blind child. *Teachers Forum*, 12, 1940. pp. 76-79.

Describes playground activities and games which have proved suitable and popular at the New York Institute for the Education of the Blind.

EMBREE, M. H. Supervised play for blind children. *American Association of Instructors of the Blind*, 1910. pp. 74-76.

It is pointed out that in schools for blind children it is absolutely necessary to have plenty of vigorous outdoor games and sometimes an outlet for surplus energy. Appended are lists of games for blind boys, a list of girls' games and three lists of games and sports suitable for blind men and boys.

EVANS, E. Games for the blind. *Teacher of the Blind*, 8, 1920. pp. 56-58.

———. Recreations for the blind. *Blind*, 3, 1911. pp. 480-489. (Also abbreviated

in French in Villey & Pérouze, *Études pédagogiques*, 1923, pp. 40-41.)

A scheme of recreation intended for a school of boys from 12 to 16 years old. For the purposes of reference the recreations are classified in outdoor sports and games requiring or not requiring special apparatus; outdoor recreations; indoor sports and recreations requiring special apparatus, or educational in character, or with a competitive element; and miscellaneous amusements.

EYMARD, SISTER M. Extracurricular activities in schools for the blind. *National Catholic Educational Association, Proceedings and Addresses*, 1935. pp. 233-238.

The activities mentioned in this paper are: Boy and girl scouts, literary societies, glee clubs, string orchestra, children's plays and dramatic societies.

F., J. I. A school camp. *Teacher of the Blind*, 13, 1924. pp. 6-8.

Tells of a summer camp for blind children in England.

FLOYD, A. L. Happiness can dwell in darkness. *National Rehabilitation News*, 11, 1936, No. 1. pp. 3-4, 8.

A man who has become blind in adult life states that the proper way to rid one's mind of the helplessness caused by blindness is by first seeking wholesome recreation. He discusses a number of games and sports which he has enjoyed since his loss of sight.

———. I gave up my eyes. *Holland's, the Magazine of the South*, 53, 1934, No. 7. pp. 16, 46-47.

A blind man describes some of his recreative pursuits, in particular golf and checkers.

FRENCH, R. S. From Homer to Helen Keller; a social and educational study of the blind. New York, American Foundation for the Blind, 1932. pp. 216-220.

A few pages of this book is given over to a discussion of the avocations and amusements of the blind. All recreation should be suited to the needs of the individual and the time at his disposal so "as to secure the most wholesome bodily effects and the greatest humanizing and cheering of the mind."

Games for blind children. *Beacon*, 2, 1918, No. 13. pp. 11-13, & 14. pp. 9-11.



Selection of games suitable for blind children. There is a careful description of each game and directions for playing it.

Games for the blind. *Beacon*, 5, 1921, No. 59. pp. 10-11.

Descriptions of a number of table games which have been adapted to the use of the blind by the National Institute for the Blind, London, England.

GILLOGLY, E. R. Recreational and physical values of swimming for the blind. *American Association of Instructors of the Blind*, 1936. pp. 49-50.

Swimming is one form of physical recreation which the blind can enjoy on an equal basis with the sighted.

GLOVER, C. S. Recreation of adults. *American Association of Workers for the Blind*, 1925. pp. 172-178.

Recreation is defined as any activity that tends to restore physical, mental or emotional equilibrium by diverting attention from its habitual focus and permitting strained muscles and nerves to relax. The writer goes on to discuss the aims of recreation, its place in the lives of the blind, and the standards for recreation which should be adopted.

———. Vacation camp for blind men. *Outlook for the Blind*, 21, 1927, No. 3. pp. 38, 40.

Describes the vacation camp conducted by the Cincinnati Association for the Blind.

GREGORY, J. D. Athletic sports for the blind. *Outlook for the Blind*, 1, 1907. pp. 37-43.

Competitive athletic sports are introduced in the Kentucky school for the blind. Football, baseball, track and field contests are some of the events arranged for.

———. The importance of ample playgrounds and of free and directed play in the education of the blind. *American Association of Instructors of the Blind*, 1910. pp. 81-84.

An ample playground with free and yet directed play is a necessity in solving the problem of the superfluous energy that is found in every child, blind or seeing. Of great importance for the blind is competition in games with the seeing.

———. N. A. A. of schools for the blind. *Outlook for the Blind*, 3, 1909. pp. 6-8.

The secretary of the Association reviews its history for the first year of its existence.

GRISWOLD, H. B. What constitutes a successful camp for the blind? *Outlook for the Blind*, 22, 1928, No. 2. pp. 20-21, 28.

HAINES, E. Marionettes for blind children. *Recreation*, 29, 1936. pp. 545-546, 566-567.

An annual performance of marionettes is given at Christmas at the Pennsylvania Institution for the Instruction of the Blind. The shows have proved a great success.

HAYES, L. Y. More play for blind children. *Mentor*, 1, 1891. pp. 328-329.

Blind children should be encouraged to play with other children in the neighborhood. This will teach them to move about more easily, give them a sense of direction and a feeling of independence.

HEWITT, G. Entertaining the blind. *New Beacon*, 18, 1934. pp. 279-281.

Theatre parties for the blind proved very successful and led to the formation of The Galsworthy Theatre Club for the Blind in London, England.

HOOVER, J. T. A recreation program for the blind pupil. *American Association of Instructors of the Blind*, 1924. pp. 125-127.

Directed play in institutions for the blind is more necessary than in schools for the sighted, but the real aim of all play should be to secure spontaneous activity. A plan or program of recreation should be part of the school life of every school for the blind.

HOWARD, R. T. A playfield program in a school for the blind. *Teachers Forum*, 7, 1934. pp. 38-39.

An intensive playfield program was embarked upon for the entire student body and in this way practically every child was brought into some wholesome play activity. The results have been groups of healthy, happy boys and girls, who in their play have learned many of the fundamental principles of good citizenship.

HUELMAYER, W. Das Spiel als Erziehungsmittel. *Blindenfreund*, 55, 1935. pp. 100-115, 149-165.

Specific problems discussed in this paper are the psychological basis for the play urge, the proper external conditions for play, the influence of play on the child, the aims and pur-

poses of the special education of the blind child, and the use of play as a part of this education.

JOH, R. Spiel und Sport in der Blindenanstalt Ilvesheim. *Blindenfreund*, 45, 1925. pp. 73-74, 229-232.

Play and sport are closely related and must work together to the benefit of the blind boy. In this article a number of games are described that can be used in connection with the physical training program. There are two groups of games, one for children of 8-10 years old, and one for the ages of 10-16.

KENNEDY, A. Fencing tournaments for blind men. *Scientific American*, 114, 1916. p. 355.

A diversion created for the blinded soldiers in Paris, France.

KRULL, M. Was treiben unsere Kinder in ihrer Freistunden? *Blindenfreund*, 22, 1902. pp. 102-105.

The free time of blind children should be filled with play and other activities. This paper gives some suggestions for games for blind children for the summer and the winter seasons.

LANG, J. P. Adapting baseball to the needs of the blind. *Recreation*, 32, 1939. pp. 600, 631.

LITTLEWOOD, W. Recreations of the blind. *International Conference on the Blind*, Manchester, 1908. pp. 135-149.

This paper is a collection of opinions and information supplied by various people in answer to a series of questions on games for blind children and on recreative pursuits of the adult blind men and women.

LYDFORD, S. M. Hiking: an ideal holiday for the blind. *New Beacon*, 16, 1932. pp. 202-205.

A blind piano tuner from New Zealand tells of his enjoyment of walking, and in particular describes a hiking trip taken during vacations spent in England.

MAJEWSKI, F. They scoffed at fate. *Sports Illustrated*, 3, 1937, No. 6. pp. 14-15, 43.

Short sketches of blind men who have successfully competed in golfing, wrestling and bowling.

MARKS, R. A. Radio from the dark world. *Short Wave Craft*, 3, 1932. pp. 396-397, 440-441.

A blind radio "fan" explains how he builds his own short-wave transmitters and receivers besides operating them.

MARTIN, G. L. Training our pupils for the worthy use of leisure time. *American Association of Instructors of the Blind*, 1936. pp. 195-199.

Many students dread leisure and fear solitude. The school for the blind should be the place to prepare for the enjoyment of leisure and this can be done through teaching the students the ideas of self-improvement and the value of broadening of experiences.

MAY, J. Rambling for the blind. *New Beacon*, 18, 1934. pp. 118-121.

An account of several rambling clubs for the blind organized in various parts of England.

MEAD, I. M. The crying need for entertainment and recreation for the adult blind. *American Association of Workers for the Blind*, 1939. pp. 271-273.

Considers the home teacher's responsibility of awakening the blind pupil's interests in life through recreation of various kinds.

MERRY, R. V. Leisure-time activities for the blind. *What of the Blind?* 1938. pp. 187-194.

A review of present available forms of recreation for the blind, with suggestions for further development in fields where needs and possibilities seem apparent.

MOLTER, H. Games for the blind which may be played anywhere. *Popular Mechanics*, 25, 1916. pp. 11-15.

Description of card games, solitaires, and table games of various kinds which have been adapted to the use of the blind.

MONK, P. Games. *Teacher of the Blind*, 18, 1929. pp. 30-31.

A collection of games collected and tried out by the Games Section, Voluntary Crafts Guild of the Chorleywood College for blind girls, England.

MONTGOMERIE, E. B. Group games for the blind. *Playground*, 17, 1932. pp. 347-349.

Descriptions and regulations for fourteen games specially adapted to the blind.

MORRIS, R. S. Recreation for the blind. *Anchora of Delta Gamma*, 56, 1939, No. 1. p. 71.

Delta Gamma activities in behalf of the blind in Iowa.

MOWATT, J. P. Sports for the blind. *New Beacon*, 14, 1930. p. 28.

Suggestion for the establishment of a National Sports League for the Blind in England.

National Athletic Association of Schools for the Blind. *Outlook for the Blind*, 2, 1908. pp. 79-86.

In November 1907 the National Athletic Association of Schools for the Blind was organized with 15 schools as charter members. This paper reports on the first contest, and gives a symposium of opinions on the subjects by physical education teachers and superintendents of schools for the blind.

NATIONAL INSTITUTE FOR THE BLIND. Games for the blind. London, National Institute for the Blind, 1936. 50p. (Bulletin, No. 11)

Table of Contents: Introduction; Some books on games; Games for infants; Games for juniors; Games for older boys and girls; Sports day activities; Party games; Index.

NOLAN, J. Dublin blind boys go mountaineering. *New Beacon*, 22, 1938. pp. 242-245.

Describes recreational activities of a club for blind boys in Dublin.

OBERLY, L. E. Social activities of students in the Western Pennsylvania School for the Blind. *Teachers Forum*, 6, 1933. pp. 30-33.

The paper is divided in two parts, a discussion of the part the curriculum plays, and the part played by the extra-curricular activities. In the first section are mentioned programs, contests, orchestra activities, glee clubs, teas, luncheons, etc.; in the second section literary societies, athletic associations, social clubs, etc., are dealt with.

PLANTS, S. E. A summer camp project. *Outlook for the Blind*, 31, 1937. pp. 155-156.

Describes a successful experiment made by the Committee of Service to the Blind of the District of Columbia to provide for summer camp vacations for the blind children of the District.

POST, D. O. Personality development through a social program at the Virginia School for the Blind. *Teachers Forum*, 12, 1940. pp. 48-51, 52.

Individual guidance in recreation as practiced at the Virginia School for the Blind.

POTTS, P. C. The use and possibilities of the radio in schools for the blind. *American Association of Instructors of the Blind*, 1932. pp. 715-718.

It is pointed out that the radio is of great value as a means of recreation for blind students in addition to its use in the education of the blind.

PRATT, R. R. The importance of playground work, and of free and directed play, in the education of the blind. *American Association of Instructors of the Blind*, 1910. pp. 70-73.

Most all play that is good for the seeing child is applicable to the blind child if properly directed. The kindergarten and classroom work must be supplemented with play, and the connection of work and play, in and out of school, fosters a spirit which transforms play into work and work into pleasure.

QUIMBY, N. F. Wrestling and the physical education program. *Teachers Forum*, 6, 1934. pp. 88-90.

Tells of the success of a wrestling team from the Pennsylvania Institution for the Instruction of the Blind in competition with seeing high school students.

Radio for the blind. *Literary Digest*, 74, 1922, No. 9. p. 27.

A few statements on the many ways of enjoyment which radio is expected to bring to the blind.

RAIGECOURT. Des jeux pour les aveugles. Villey & Pérouze, *Études pédagogiques*, 1923. pp. 42-44.

This paper, originally written in 1903 discusses games for the blind in two sections, sedentary and active. There are references to other early literature on the subject.

REAMES, H. E. An experiment in recreation for the blind. *Outlook for the Blind*, 32, 1938. pp. 105-109.

Tells of various activities organized by the WPA Recreation for the Adult Blind project, established at Dayton, Ohio.

Resthaven. *Outlook for the Blind*, 30, 1936. pp. 157-158.

Tells of Resthaven, a vacation camp for blind women at Monroe, New York.

✓ RICHMOND. Outdoor sports for the blind. *Teacher of the Blind*, 18, 1930. pp. 149-152.

Surveys the various outdoor sports which may be profitably enjoyed by the blind.

ROGERS, H. S. Sight and sightless draught-playing. *Mentor*, 1, 1891. pp. 57-62, 91-93, 123-125, 155-156, 189-191, 224-226, 293-297, 357-360.

Instructions for the blind player of checkers, with detailed discussions of many games actually played.

ROSE, C. E. My boating hopes. *New Beacon*, 16, 1932. p. 254.

The rowing coach of the Sports Club for the Blind outlines for the members of the club his plans for the beginning season.

RUTHERFORD, E. Recreation and play for blind children. *American Association of Instructors of the Blind*, 1922. pp. 31-35.

Blind children are often looked upon as something apart and they are shielded from harm in every possible way, while in reality they crave for knowledge, amusement, recreation and something to do. Games and play will stimulate the blind child, lessen his timidity and cultivate initiative, by giving much poise and bodily grace.

SCHRODER. Das Spiel in der Blindenanstalt, seine Bedeutung und seine Art. *Blindenfreund*, 17, 1897. pp. 46-51.

The play of the child will determine the character of the adult. A condition for profitable play is free space in the open. Encouragement of initiative and imagination is of prime importance.

Sight: blind beat the seeing at some of their own games. *News-Week*, 7, 1936, No. 8. p. 33.

A report on a tournament between a team of blind men and a seeing team competing in three kinds of games, bridge, chess and bowling.

SPEAKMAN, M. T. Recreation for blind children. Washington, Government Printing Office, 1927. 76p.

A handbook of recreational activities for blind children prepared after a study of many schools for the blind in the United States and England, as well as the leading ones in Paris and Vienna. The table of contents include: Games and play for little children, Recreation for older boys and girls, Music as recreation for the blind, and Equipment for playground, playroom, and gymnasium.

Sports for the blind, by an onlooker. *Teacher of the Blind*, 13, 1924. pp. 13-14.

An account of impressions received while watching blind children engage in competitive sport and games.

STIRLING, I. No handicap when the blind play bridge. *Bridge Forum*, 1, 1932, No. 2. pp. 11-12.

A bridge club for a group of blind girls is formed in New York. Cards marked in braille are used and the score is kept in braille.

Summer vacation camps. *Outlook for the Blind*, 30, 1937. pp. 95-104.

Camp Landis, by Anne Rowe Stevens; The New York Association for the Blind, by Edward M. Dowling; Camp Happiness, by William J. Adickes; Vacation Camp for the Blind, by Alma T. Seixas; Detroit Lions Club Camp—1935, by Florence R. Shields; Montebello Camp, by Evalyn M. Griswold; Huntington Camp, by Esther Elkins Richmond; Highbrook Lodge, by Eva B. Palmer; Westminster Camp, by Edna Stainton.

TURNER, V. Games. *Teacher of the Blind*, 18, 1930. pp. 109-110.

A description of the game, Sport X, as developed at the Chorleywood College for blind girls, England.

TYLOR, T. H. The value of chess to the blind. *New Beacon*, 17, 1933. pp. 228-229.

The exceptional success of blind chess players in the British Chess Championship tournaments has called attention to the importance of the game in the life of the blind.

VILLEY, P. The world of the blind; a psychological study. New York, The Macmillan Co., 1930. pp. 133-148.

Gymnastic exercises are of great importance for the blind, but games and various sports are often better for them, as they serve to develop all their faculties and at the same time, that substitution of the senses which is the keystone of their activity. Dancing, bicycling,



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Voss, W. Kieler Spiele für Blinde. *Blindenfreund*, 54, 1934. pp. 303-306.

A description of a number of table games which have been adapted to the use of the blind.

WATSON, L. R. The theatre and the blind. *New Beacon*, 19, 1935. pp. 313-315.

A blind man tells of the pleasure he gets from his visits to the theater.

Ways and means in planning school activities—Round table. *World Conference on Work for the Blind*, New York, 1931. pp. 360-365.

This discussion was limited to activities—organized or voluntary—outside the usual

school routine. Such activities include camp fire, girl and boy scout troupes, debating or literary societies, glee clubs and orchestra, dancing, camping and sports, etc.

WILLIAMS, T. L. On the Yo Ho trail. *Teacher of the Blind*, 23, 1934. pp. 54-57.

A walking tour of a week under the Youth Hostels Association taken by eight boys, four blind and four partially blind, and two teachers.

WILSON, E. A. Extra curricular activities for the blind. *American Association of Instructors of the Blind*, 1928. pp. 383-387.

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## SOCIAL CASE WORK AND HOME TEACHING

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BAINBRIDGE, E. M. Home teaching societies for the blind. *Conference on Matters Relating to the Blind*, Westminster, 1902. pp. 193-198.

The early history of home teaching in England.

BAKER, E. A. Home teaching in Western Canada. *Outlook for the Blind*, 27, 1933. pp. 8-11.

The author is the Managing Director of the Canadian National Institute for the Blind.

BARNARD, M. The general case worker and the blind. *Outlook for the Blind*, 33, 1939. pp. 99-102.

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where there is a blind person, either as parent or child.

Boggs, M. A case work approach to the problems of impaired vision. *Outlook for the Blind*, 31, 1937. pp. 70-76.

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BRADSHAW, E. V. The home teaching service in the North. *Teacher of the Blind*, 23, 1934. pp. 12-20.

Observations from experience as a home teacher in the six northern counties of England.

———. Impressions of the home teaching service in the North. *Teacher of the Blind*, 21, 1933. pp. 123-130.

A home teacher tells of his work.

CARRIS, L. H., and CROCKER, F. B. Home teachers in the field of prevention. *Outlook for the Blind*, 30, 1936. pp. 20-22.

CARROLL, M. Discussion of case work as applied by agencies for the blind. *American Association of Workers for the Blind*, 1933. pp. 132-134.

A discussion of Mr. Glover's paper.

Case-work principles in work for the blind—a symposium. *Outlook for the Blind*, 26, 1932. pp. 214-217.

Social case work applied in work for the blind, by Mary Virginia Miller; How case-work principles are applied in work for the blind, by Calvin S. Glover; Case work with the blind, by Eva B. Palmer; How the principles and technique of social case work can be applied to home teaching, by Ethel L. Harvey.

COLLEGE AND ASSOCIATION OF TEACHERS OF THE BLIND. Handbook for home teachers of the blind. London, National Institute for the Blind, 1940. 3rd ed. 232p.

A handbook intended to serve as a guide to the English examinations for home teachers and as a manual for much of the teachers' daily work. Earlier editions of this book in 1925, 1927 and 1934.

CONNELLY, A. The social position of a home teacher in a community. *Outlook for the Blind*, 20, 1926, No. 2. pp. 23-31.

Considers the duties and the responsibilities of the home teacher of the blind, especially in a small community.

CORMACK, J. A compendium of information for home teachers of the blind. *Teacher of the Blind*, 20, 1932. pp. 109-113.

A suggested outline of what a really helpful handbook for home teachers should contain.

COWLEY, I. M. Is a home teaching service necessary? *Teacher of the Blind*, 25, 1937. pp. 156-160. (Also *New Beacon*, 21, 1937. pp. 18-19, 46-47, 78-79, 102-104.)

Outlines the duties of the home teacher, both as a teacher and as a visiting welfare worker, and concludes that there is a definite need for the home teaching service.

COWLEY, R. G. Home teachers' examination. *Teacher of the Blind*, 14, 1926. pp. 122-126.

An explanation of the purpose and requirements for the examination for home teacher's certificate conducted by the College and Association of Teachers of the Blind in England.

DOUGLAS, R. E. Why have a social worker in a school for the blind? *Teachers Forum*, 9, 1936. pp. 26-28.

Outlines the duties of the social worker of Perkins Institution as a link between the school, the home and the wider community.

DUNTON, W. R. Reconstruction therapy. Philadelphia, W. B. Saunders Co., 1919. pp. 187-196.

Chapter 14, "Occupational therapy for the blind" discusses the adjustment of the newly blinded adult through a program of training and recreation.

FAIRHURST, D. Presentation of a full week's work in a rural area. *Teacher of the Blind*, 26, 1937. pp. 9-14.

Outlines the program for a home teacher's work in the north of England.

FITTON, C. A. The cooperation of the home teacher with local agencies. *American Association of Workers for the Blind*, 1935. pp. 162-166.

Personal experiences of a blind home teacher with the Columbia Polytechnic Institute for the Blind, Washington, D. C.

FOLEY, K. M. Civic responsibilities of home teachers. *American Association of Workers for the Blind*, 1925. pp. 74-80.

A home teacher's own conceptions of her duties.

———. Five lectures on blindness. Sacramento, California State Printing Office, 1919. 49p.

The psychology of blindness; The blind child and its development; The re-education of the blind adult; The attitude of the public toward the blind; Prevention of blindness and conservation of vision in adults and children.

———. The home teacher and the child of pre-school age. *Outlook for the Blind*, 21, 1927. pp. 41-44.

Frequently the home teacher for the blind is called upon to give advice on the training of the small blind child.

———. Home teaching a library function in California. *American Association of Instructors of the Blind*, 1930. pp. 488-491.

The history of the development of home teaching for the blind in California.

- . Home teaching and library work in California. *American Association of Workers for the Blind*, 1939. pp. 90-94.  
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- . Learning how to be blind. *Outlook for the Blind*, 23, 1930, No. 4. pp. 9-13.  
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- . The re-education of the blind adult. *Outlook for the Blind*, 13, 1919. pp. 47-52.  
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- FRASER, C. F. Home teaching. *Mentor*, 3, 1893. pp. 186-189.  
Describes the introduction of home teaching of the blind in Halifax, Nova Scotia.
- FRENCH, M. E. The training and function of the home teacher as the specialized home teacher sees it. *American Association of Workers for the Blind*, 1933. pp. 116-119.  
Discusses whether the home teacher for the blind should be primarily a teacher or a social worker.
- . What should be the qualifications, aims and methods of the home teacher? *American Association of Workers for the Blind*, 1911. pp. 34-35.  
An early presentation of the work of the home teacher.
- FRIPP, A. M. The home teacher, home occupations for the blind, and second grade workers. *Teacher of the Blind*, 15, 1927. pp. 121-128.  
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- GLOVER, C. S. Case work as applied by agencies for the blind. *American Association of Workers for the Blind*, 1933. pp. 128-132.
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An historical and general discussion of the subject.
- GOLDTHWAITE, L. A. The Talking book. *Outlook for the Blind*, 31, 1937. pp. 13-16.  
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- GREAT BRITAIN. MINISTRY OF HEALTH, ADVISORY COMMITTEE ON THE WELFARE OF THE BLIND. Handbook on the welfare of the blind in England and Wales. London, His Majesty's Stationery Office, 1939. 54p. rev. ed.  
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- HALLIDAY, W. R. Professional knowledge and the home teachers' examination. *Teacher of the Blind*, 21, 1933. pp. 183-186.  
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- HARPER, G. S. The home teacher as a social service worker from the standpoint of an employing executive. *American Association of Workers for the Blind*, 1933. pp. 122-128.  
An outline of the scope of the home teacher's work from the standpoint of administration. The field of work to be covered embraces specialized instruction of the blind, and social case work including medical "follow-up".
- . A home teacher's contribution to sight saving. *American Association of Workers for the Blind*, 1935. pp. 147-155.  
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———. The significance of eye diagnosis in home teachers' social case work. *Outlook for the Blind*, 25, 1931. pp. 140-144.

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HOLTZER, B. F. The adjustment of the newly blind. *What of the Blind?* 1938. pp. 109-117.

Discusses the work of a medical social worker in a city hospital where all cases of newly acquired blindness are put on the visiting list.

Home teachers—sightless or seeing? a symposium. *Outlook for the Blind*, 26, 1932. pp. 13-25.

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Home visiting and teaching of the adult blind, by Veritas. *Beacon*, 6, 1923, No. 74, pp. 1-3; No. 75, pp. 1-4; No. 76, pp. 1-8.

I, The value of the service; II, Some misconceptions examined; III, The certification of home teachers; IV, Some hints on hygiene.

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A home teacher tells of her work.

JONES, E. M. The home teaching service, past, present and future. *Teacher of the Blind*, 25, 1936. pp. 29-38.

Gives the history of home teaching in England.

JONES, I. E. The home teacher's approach to, and the personal adjustment of, the adult blind. *American Association of Workers for the Blind*, 1939. pp. 261-266.

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JONES, O. E. The function of the home teacher as an agency for rehabilitating the adult blind. *American Association of Workers for the Blind*, 1925. pp. 80-84.

Jottings from a home teacher's handbook. *Teacher of the Blind*, 13, 1925. pp. 70-75.

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MCINTYRE, N. G. Home training of the blind. *American Association of Instructors of the Blind*, 1934. pp. 169-173.

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McKAY, E. C. Home teachers' qualifications. *Outlook for the Blind*, 33, 1939. pp. 148-150.

Presents the minimum qualifications for the new home teacher just entering the field as set up by a group of representative executives of agencies for the blind.

MASSACHUSETTS STATE BOARD OF EDUCATION.

Report on the feasibility of instructing adult blind at their homes; reprinted from the 64th annual report, 1901. 39p.

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MAXFIELD, K. E. The home teacher's psychological problems. *Outlook for the Blind*, 19, 1925, No. 2. pp. 11-14.

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MERIVALE, J. A. Home visiting and home teaching. *World Conference on Work for the Blind*, New York, 1931. pp. 312-321.

A comprehensive and authoritative report on home teaching in England.

MITCHELL, M. Presentation of a full week's work in an urban area. *Teacher of the Blind*, 26, 1937. pp. 31-35.

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———. Light for the blind; a history of the origin and success of Moon's system of reading for the blind. London, Longmans & Co., 1877. pp. 67-167.

History of the origin and development of home teaching for the blind in England.

PALMER, E. B. Family case work with blind clients. *American Association of Workers for the Blind*, 1929. pp. 94-101.

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PAUL, M. T. Occupational therapy for newly blinded persons. *Outlook for the Blind*, 27, 1933. pp. 77-78, 83.

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PURSE, B. Some observations on case-work. *New Beacon*, 17, 1933. pp. 126-128.

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The examinations described in this paper were given to applicants for three positions as home teachers for the Connecticut State Board of Education 1923.

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The experiences of a social case worker for the blind in Newfoundland.

SIDDALL, A. Case work and visitation. *Teacher of the Blind*, 15, 1926. pp. 26-29.

An English home teacher tells of some of the cases which have come under his notice.

SMITH. The duties and difficulties of the home teacher. *Teacher of the Blind*, 17, 1929. pp. 229-232.

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Standards of requirements for home teachers. *Outlook for the Blind*, 29, 1935. pp. 67-68.

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TAYLOR, M. Why do so few adult blind show any inclination to learn? *Teacher of the Blind*, 18, 1930. pp. 111-114.

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———. Is there a future for home teaching? *New Beacon*, 17, 1933. pp. 305-307.

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———. Some aspects of home visiting. *Teacher of the Blind*, 17, 1929. pp. 261-269.

A comprehensive account of the work of the English home visitor, by the Supervisor of the London Home Visitors.

Two short training courses for home teachers. *Outlook for the Blind*, 25, 1931. pp. 166-168.

A normal course in Canada, by E. A. Baker; Summer institute in Missouri, by Mary Dranga Campbell.

The work for the blind in Delaware, by a beneficiary. *Outlook for the Blind*, 2, 1908. pp. 93-95.

An account of the various kinds of work engaged in by the home teacher of this locality.

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———. Field work of the Massachusetts Commission for the Blind. *Outlook for the Blind*, 2, 1908. pp. 118-124.

———. Offsetting the handicap of blindness. *American Academy of Political and Social Science Annals*, 77, 1918. pp. 28-35.

Gives suggestions for assisting the blind to adjust to their handicap.



# LITERATURE AND READING





# LIBRARY WORK WITH THE BLIND

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Discusses the handbook on library work with the blind under preparation by the Committee on Work with the Blind, of the American Library Association.

ALLEN, E. E. Library work for the blind. *Charities and the Commons*, 15, 1906. pp. 641-645.

This early paper discusses the history of libraries for the blind, the different types of embossed printing, and ways of making the circulation of books for the blind efficient and adequate.

ALLEN, M. B. How can we improve library service for the blind from the standpoint of a braille reader. *American Association of Workers for the Blind*, 1933. pp. 79-85.

A blind reader and library user gives his appreciation of the work of the librarian for the blind, and outlines the specific needs of the blind borrower.

AMERICAN LIBRARY ASSOCIATION. Libraries and adult education; a study. New York, The Macmillan Co., 1926. pp. 192-197.

Considers the problems peculiar to libraries for the blind, the cooperation received from other agencies, and suggests the trends for further development.

———. Survey of libraries in the United States. Chicago, American Library Association, 1927. v. 3. pp. 259-270.

"Work with the blind" describes the services given to the blind in a number of public libraries in several larger cities. Information based on responses to a questionnaire.

———. COMMITTEE ON WORK WITH THE BLIND. Annual report. 1907-date.

BOND, E. G. Service to the blind by state libraries. Masters thesis, Columbia University, 1932. 113p. (Typewritten)

An investigation covering the whole of the United States. Extensive bibliography.

BOND, F. F. They read by hand and ear. *Forum & Century*, 100, 1938. pp. 9-11.

Discusses the braille books and Talking book records available in libraries for the blind in the United States.

BOSTWICK, A. E. The American public library. New York, D. Appleton and Co., 1929. pp. 358-369.

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CHAMBERLAIN, M. C. Library work with the blind. Chicago, American Library Association, 1930. 8p. 2. rev. ed.

A handbook on library work with the blind.

———. State Library for the blind. *New York Libraries*, 1, 1908. pp. 142-144.

The work with the blind conducted by the New York State Library.

CHRISTENSEN, C. The influence of the Talking book on library work for the blind. *American Association of Workers for the Blind*, 1937. pp. 98-102.

Considers the effects of the Talking book on tactual reading, the distribution and placement of Talking book machines, circulation and zoning, choice of titles to be recorded, etc.

DOW, J. J. Libraries and reading for the blind. *Outlook for the Blind*, 2, 1909. pp. 168-172.

DREUX, A. La bibliothèque des aveugles. Paris, Association Valentin Haüy, 1917. 205p.

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ENDICOTT, E. F., and STARK, M. K. The Henry L. Wolfner Memorial Library for the Blind. *Library Journal*, 63, 1938. p. 722.

A short note on the opening of the new library for the blind in St. Louis, Missouri.

FUTTERER, S. O. Service for the blind. *School Life*, 22, 1936. pp. 73-74.

A description of the various services offered by the Library of Congress in the circulation of braille and talking books, braille transcribing, etc.

GIFFIN, E. J. National Library for the Blind. *Outlook for the Blind*, 19, 1925, No. 2. pp. 37-39.

The history and the work of the National Library for the Blind, Washington, D. C.

GILLIS, M. R. Library service to the blind in California. *Library*, 48, 1923. pp. 503-504.

Library work with the blind conducted by the California State Library.

———. Library work for the blind in relation to the schools. *Outlook for the Blind*, 12, 1918. pp. 51-53.

Cooperation between the California State Library and the California School for the Blind.

———. State-wide library service to the blind in California. *American Library Association Bulletin*, 17, 1923. pp. 298-300.

Library work with the blind by the California State Library.

GOLDTHWAITE, L. A. Book selection. *American Association of Workers for the Blind*, 1935. pp. 120-124.

Suggestions for improvement of the present collection of books for the adult blind.

———. Libraries for the blind. *World Conference on Work for the Blind*, New York, 1931. pp. 208-217.

An historical survey of library work with the blind in America.

———. Literature and libraries for the blind. *Outlook for the Blind*, 15, 1921. pp. 76-83.

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———. Some comments on the library service for the blind. *What of the Blind?* 1938. pp. 178-186.

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———. What should be the attitude of workers for the blind in regard to the establishment of new libraries for the blind? *American Association of Workers for the Blind*, 1927. pp. 202-208.

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HOYT, A. M. The place and influence of hand-copied books in libraries for the blind. *American Association of Workers for the Blind*, 1937. pp. 103-106.

The story of the voluntary hand-transcribing service conducted under the supervision of the American Red Cross and the Library of Congress.

———. The value of a students' library. *American Association of Workers for the Blind*, 1935. pp. 124-128.

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IRWIN, R. B. Survey of library work for the blind in the United States and Canada. *American Library Association Bulletin*, 23, 1929. pp. 250-252.

LACEY, G. D. Policies and practices in a distributing library for the blind as illustrated by the Wayne County library for the blind, Detroit, Michigan. *American Association of Workers for the Blind*, 1939. pp. 198-204.

MERCER, M., and SHAFER, K. R. Service for the blind. *Library Journal*, 62, 1937. pp. 413-416.

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ROBERTS, M. A. Embossed books, talking book records and talking book machines for the blind—federal contribution to the cultural welfare of the blind. *American Association of Workers for the Blind*, 1939. pp. 117-122.

Report of the activities of the Project, Books for the Adult Blind, Library of Congress.

SATZENHOFER, K. Gründung und Verwaltung von Blindenbibliotheken. Wien, The author, 1914. 107p.

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SWIFT, S. C. Some possibilities of library service. *American Association of Instructors of the Blind*, 1928. pp. 483-488.

Suggests various phases of library service in which the librarian for the blind may be especially active.

THEVENIN, J. La bibliothèque braille; extrait du *Bibliographe Moderne*, 1910. Besançon, Joseph Jacques, 1910. 20p.

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UTLEY, H. M. Books for the blind. *Library Journal*, 23, 1898. No. 8. pp. 93-95.

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WHITEHEAD, E. W. The braille library of the Association Valentin Haüy. *New Beacon*, 23, 1939. pp. 57-58.

## PRINTING SYSTEMS FOR THE BLIND

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Musical notation for the blind, according to the decisions made at the international conference on musical notation for the blind in Paris, 1929.

AMERICAN SOCIAL SCIENCE ASSOCIATION COMMITTEE. Printing for the blind; a report at the general session in Detroit, Michigan, May, 1875. Boston, Alfred Mudge & Son, 1875. 10p.

The report of a committee appointed to pass on the inventions and the suggestions made by S. P. Ruggles in regard to printing and appliances for the blind.

ANDERSON, T. Observations on the employment, education, and habits of the blind. London, Simpkin, Marshall and Co., 1837. pp. 46-64.

An early discussion of the types of printing

available for the blind at the time, with special attention to their relative legibility.

ARMITAGE, T. R. The education and employment of the blind; what it has been, is, and ought to be. London, Harrison & Sons, 1886. pp. 1-23, 37-48. 2. ed.

Chapter 1, "Historical sketch of the means used by the blind for reading and writing."

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ATKINSON, J. R. How can we best stabilize our industry. *American Association of Workers for the Blind*, 1935. pp. 118-120.

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———. Printing problems. *American Association of Workers for the Blind*, 1933. pp. 224-227.

Describes the entrance of the Braille Institute of America into Moon printing and the perfection of the Moon embossing machine.



BRILLE, L. Nouveau procédé pour représenter par des points la forme même des lettres, . . . à l'usage des aveugles. Paris, Institution Royale, 1839. 16p.

Louis Braille's own explanation of his system.

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COMMISSION ON UNIFORM TYPE FOR THE BLIND. 1916-1921. Reports, 1-7. 1916-1922. 3rd report, reprinted from *Outlook for the Blind*, v. 12, 1918; 6th report, v. 16, 1922, pp. 27-38; 7th report, v. 16, 1922, pp. 66-70.

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An historical and critical survey of appliances for the blind including the development of various systems of printing.

ELLIS, A. C. Some of the problems affecting the American Printing House for the Blind as the official school book printery of the schools and classes for the blind. *American Association of Instructors of the Blind*, 1934. pp. 77-80.

FRENCH, R. S. From Homer to Helen Keller; a social and educational study of the blind. New York, American Foundation for the Blind, 1932. pp. 125-170.

Historical survey of the development of different types of embossed printing for the blind.

GALL, J. An account of the recent discoveries which have been made for facilitating the education of the blind. Edinburgh, The author, 1837. 106p.

Discusses various available appliances for the blind. Most attention, however, is given to a presentation of the author's triangular type for the blind.

———. A historical sketch of the origin and progress of literature for the blind and practical hints and recommendations as to their education. Edinburgh, The author, 1834. 388p.

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HOLMES, W. G. The Moon type and its development in this country. *American Association of Workers for the Blind*, 1935. pp. 50-55.

Moon type in the United States.

HUGHES, G. A. The new punctiuncula stenographic system of embossing by which the blind of all nations will be able to emboss for themselves . . . London, The author, 1843. 28p.

Mr. Hughes was the inventor and teacher of this system.

ILLINGWORTH, W. H. History of the education of the blind. London, Sampson, Low, Marston & Co., Ltd., 1910. pp. 4-84.

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IRWIN, R. B. A more highly contracted braille for adult blind readers. *American Association of Instructors of the Blind*, 1932. pp. 747-749.

Short history of American efforts to secure a uniform type for the English-speaking blind up to the beginning of 1932.

———. Reducing the cost and bulk of braille books. *Outlook for the Blind*, 18, 1924, No. 2. pp. 10-17.

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———. Report of the type committee. *American Association of Workers for the Blind*, 1931. pp. 32-35.

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———. Tour of investigation of braille printing plants in Europe. *Outlook for the Blind*, 18, 1924, No. 3. pp. 8-12.

Report of visits to printing houses for the blind in England, France and Germany.

———. Uniform braille for the English-speaking world achieved. *Outlook for the Blind*, 26, 1932. pp. 137-138.

Reports on the agreement on uniform type for all the English-speaking blind made in London, in July, 1932.

———, and WILCOX, R. E. A comparative study of braille grade one and a half and braille two. New York, American Foundation for the Blind, 1929. 17p.

A statistical study of the space occupied by the two systems, using for material selections taken from four different books, the number of words aggregating 91,564.

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JEWELL, A. Some results in embossed printing. *American Association of Workers for the Blind*, 1911. pp. 54-56.

Considers the questions of "close braille", interlining and interpointing.

JOHNSON, E. C. Tangible typography; or, how the blind read. London, J. Whitaker, 1853. 47p.

Describes the Lucas, Frere, Moon, Braille, Carton, Alston, Boston Line Letter, and the French and the Modified alphabetical systems of printing for the blind.

JONES, G. W. Braille or New York Point? A discussion of the two systems at a public hearing conducted by a committee of the Board of Education of New York City, March 24, 1909. 15p.

This contributor to the discussion is enthusiastically on the side of the braille supporters.

JONES, M. C. The education of the blind. *Scribner's Magazine*, 12, 1892. pp. 373-387.

Traces the history of the blind through the various early systems of printing for the blind.

KNEASS, N. B., JR. Essay on printing for the blind. *American Association of Instructors of the Blind*, 1871. pp. 46-48.

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LA SIZERANNE, M. DE. Trente ans d'études et de propagande en faveur des aveugles. Montbrison, Jules Méchin, 1908. pp. 187-248.

Part III of this book considers embossed printing for the blind and various associated problems such as contracted braille, New York Point, musical notation, etc.

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A short historical resumé of efforts made at producing a uniform type for the English-speaking blind. Special attention is given to the work of the Uniform Type Committee and the Commission of Uniform Type for the Blind.

———. The uniform system of reading and writing for the blind—grade one and a half. *Outlook for the Blind*, 13, 1919. pp. 9-11.

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LOOMIS, M. S. The advantages of standard English braille, grade two. *Outlook for the Blind*, 32, 1938. pp. 153-159.

A comparison between Standard English braille and braille grade one and a half.

MELICK, W. That the blind may read. *Rotarian*, 54, 1939, No. 3. pp. 28-31, 59-60.

A popular article on the development of printing for the blind.

MERRY, R. V. Fingers for eyes: the story of raised print. *Scientific Monthly*, 44, 1937. pp. 273-279.

An historical sketch of the development of embossed type to be used by the blind in reading.

MEZA, A. Co-operation in printing for the blind in Latin-America. *World Conference on Work for the Blind*, New York, 1931. pp. 251-253.

Printing for the blind in Mexico, Argentine, and Spain.

The Moon system. *Teacher of the Blind*, 23, 1935. pp. 68-70.

Report of the English Sub-Committee of the Executive on the modifications required in the Moon System.

NATIONAL INSTITUTE FOR THE BLIND. The braille system for reading and writing, grade 2 (including grade 1); revised by the National Uniform Type Committee, 1931. London, 1931. 17p.

Alphabet, contractions and rules for English Revised braille grade two.

———. BRAILLE MUSIC NOTATION COMMITTEE. Key to braille music notation, 1922, with synopsis and index, revised and amplified. London, National Institute for the Blind, 1925. 88p.

PAGE, W. J. Graphic materials for blind children in Chicago schools. *Journal of Exceptional Children*, 3, 1937. pp. 160-162.

Report on the work done by the Chicago Board of Education printing shop for the blind in producing books, maps, graphs, diagrams, etc., for use in the instruction of blind students.

RAINEY, F. Roman letter; a paper read before the World's congress of educators of the blind, at the Art Institute, Chicago, July 19, 1893. Austin, Ben C. Jones and Co., 1893. 13p.

An enthusiastic defense of the use of the Roman letter in printing for the blind.

RITCHIE, J. M. Concerning the blind. Edinburgh, Oliver and Boyd, 1930. pp. 18-129.

An historical study of embossed printing for the blind, with special emphasis on the type controversy between England and America.

RODENBERG, L. W. Key to braille music notation. Louisville, American Printing House for the Blind, 1925. 104p; Supplement; presenting signs unfamiliar in the United States, authorized after the recommendations of the Paris conference on braille music, April, 1929. 1930. 5p.

———. Report of the special American uniform type committee. *American Association of Instructors of the Blind*, 1934. pp. 80-88.

Report of the Committee appointed June,

1932, to conclude arrangements with the British National Uniform Type Committee for a uniform type for the English-speaking world.

———. The story of books for the blind. *What of the Blind?* 1938. pp. 158-177.

Presents the history of printing for the blind from the first efforts up to the present time.

SCOTT, E. R. The history of the education of the blind prior to 1830. London, College of Teachers of the Blind, 1916. 13p.

Includes information about some of the early types of printing for the blind, with pictures of some of them.

UNIFORM TYPE COMMITTEE. 1907-1915. Reports of the Uniform Type Committee of the American Association of Workers for the Blind. 1-5. 1907-1915.

The work of the Committee leading up to the recommendation for adoption of Standard Dot system at Berkeley, 1915. The three first reports were reprints from *Outlook for the Blind*, v. 1, 1908, pp. 154-162; v. 4, 1910, pp. 73-81; A.A.W.B., 1911, appendix.

VILLEY, P. Conférence sur Louis Braille. *Institution Nationale des Jeunes Aveugles, Compte rendu de fête du centenaire de Louis Braille, 27 et 28 janvier, 1909*. pp. 7-24.

A speech in memory of Louis Braille, giving the story of his life, and outlining the progress of the braille system throughout the world.

WAIR, W. B. A practical system of tangible musical notation and point writing and printing for the use of the blind. New York, New York Institution for the Blind, 1882. 76p. 2, ed.

A presentation of the New York Point system of musical notation and printing for the blind. The first edition of this pamphlet was published in 1872.

———. The uniform type question; an examination of the report of the Uniform Type Committee of June, 1913. New York, 1915. 48p.

A warm defense of New York Point as the most economical system of printing for the blind.

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WATSON, E. "Braille" music-notation for the blind as arranged by the International Commission, and confirmed by the Congress of Cologne, 1888, together

with recommendations and suggestions of modern braillists . . . London, Novello and Co., 1902. 67p.

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A stenographic report of the discussion which finally led to the adoption of braille for use in New York city schools.

## TALKING BOOK AND OTHER READING APPLIANCES

ALDOUS, D. W. Talking books. *American Music Lover*, 2, 1936. pp. 111, 126.

Some remarks on the technical side of Talking books.

ATKINSON, J. R. The Readophone for Talking books. *American Association of Workers for the Blind*, 1933. pp. 229-232.

Description of the Readophone, developed by the Braille Institute of America.

BARR AND STROUD, LTD. The optophone. Glasgow, Barr and Stroud, 1923. 11p.

An illustrated leaflet giving a technical description of the improved optophone put on the market by Barr and Stroud of Glasgow, Scotland.

Blind can read any book with aid of electric eye. *Popular Science Monthly*, 119, 1931, No. 1. p. 40.

Reports on the visagraph. Many illustrations.

BOND, A. R. On the frontiers of science. *Century*, 91, 1916. pp. 466-467.

Reports on some recent inventions, among which the phonopticon, an apparatus intended to be "a type-reading eye for the blind".

Books talk; records carry blind "readers" through novels and poetry without braille. *Literary Digest*, 123, 1937, No. 21. p. 18.

Information about the Talking book reading machine and the Talking book records.

BROWN, E. G. The value of the Talking book machine. *American Association of Workers for the Blind*, 1937. pp. 88-92.

A Talking book reader expresses her appreciation of this new form of reading for the blind.

BRYAN, F. C. New devices for the blind. *Outlook for the Blind*, 28, 1934. pp. 16-18, 36.

Includes a discussion of the optophone, the photoelectrograph, the automatic visagraph, the French Sound book, with an announcement of experiments being carried on with the new Talking book.

COULAUX, B. The Thomas photoelectrograph. . . . *And There Was Light*, 1, 1932, No. 2. pp. 16-23.

Describes the French invention, the photoelectrograph, which by the use of the photoelectric cell is said to enable the blind to read any ordinary print. Illustrated.

DICKINSON, R. M. Educational possibilities of the Talking book. *American Association of Instructors of the Blind*, 1934. pp. 179-183.

Gives the history of the development of the Talking book and suggests some of the immediate educational uses which the Talking book



may serve in the teaching of children and the home teaching of adults.

DODD, L. E. A mechanical eye, bringing sight to the blind; a description of the crystal phonopticon. *Outlook for the Blind*, 9, 1915. pp. 18-23.

DUPAS, P. The photoelectrograph; can it replace the braille system? . . . *And There Was Light*, 1, 1932, No. 2. pp. 24-25.

A blind reader examines the photoelectrograph and finds it a very ingenious apparatus, but that it needs many improvements before it can have much practical value to the blind.

———. The reading machine and the problem of reading for the blind. . . . *And There Was Light*, 1, 1932, No. 3. pp. 16-18.

A critical evaluation of the visagraph.

FOURNIER D'ALBE, E. E. The moon-element; an introduction to the wonders of selenium. New York, D. Appleton and Co., 1924. pp. 94-146.

Chapter 8, "Optophone reading for the blind". In this chapter the inventor of the optophone sketches the history and progress of his apparatus, and outlines what he thinks it will mean to the blind. Many illustrations.

HENRI, P. Une application de la photo-électricité, la machine à lire pour les aveugles. *Revue Scientifique*, 70, 1932. pp. 239-242.

Describes the optophone, an apparatus utilizing the photoelectric cell, aimed at making it possible for the blind to read ordinary print.

IRWIN, R. B. How your club may help the blind to read. *Clubwoman*, 15, 1935, No. 8. pp. 15, 30-31.

Describes the Talking Book and the change this reading device has brought into the lives of the blind.

LOWENFELD, B. The Talking book in the education of the blind. *Teachers Forum*, 12, 1940. pp. 53-55.

An outline of plans for the use of the Talking book as an educational medium in schools for the blind.

Machine enables blind to read by sound. *Popular Mechanics*, 24, 1915. pp. 644-645.

Describes the "phonopticon" an apparatus which in experiments has shown itself capable of transferring the printed letter into sound by the use of crystalline selenium. This invention originated at the University of Iowa.

Making the blind hear light; Fournier d'Albe's optophone. *Scientific American Supplement*, v.74, 1912. p. 71. (Also *Literary Digest*, 45, 1912, No. 7, p. 255.)

MERRY, F. K. The visagraph—discussion and demonstration. *American Association of Instructors of the Blind*, 1932. pp. 733-736.

Reports on an investigation undertaken to determine how well blind children can learn to read visagraph type. The reading rates attained by the four children in this experiment were found too slow for practical use.

NAUMBURG, R. E. The automatic visagraph. . . . *And There Was Light*, 1, 1932, No. 2. pp. 13-15.

The inventor of the visagraph reports on its recent improvements.

———. The beginnings of the visagraph. *Outlook for the Blind*, 22, 1928, No. 2. pp. 22-23.

———. The printing visagraph. *Outlook for the Blind*, 24, 1931, No. 4. pp. 26-29. (Abbreviated in *Literary Digest*, 109, 1931, No. 8. p. 27.)

Description of the visagraph as it was demonstrated at the World Conference on Work for the Blind, New York, 1931. Reports on improvements made for the preceding three years.

The optophone. *Beacon*, 5, 1921, No. 54. pp. 4-6.

A brief history of the optophone and some opinions as to its practicability.

Ordinary print to be readable by the blind. *Literary Digest*, 97, 1928, No. 12. p. 20.

Report on the visagraph, invented by Robert E. Naumburg.

PETERSON, E. M. The Talking book. *American Library Association Bulletin*, 28, 1934. pp. 243-244.

РҮКЕ, E. J. Sound-recording for the blind; a history of experiment. *New Beacon*, 20, 1936. pp. 37-38, 67-68.

Gives the history behind the development of the Talking book in England.

SCHUTKOWSKI, G. Neues auf dem Gebiete der Technik. *Beiträge zum Blindenbildungswesen*, 4, 1933. pp. 115-117.

Describes a reading machine invented in Germany for the use of the blind which employs the photoelectric cell and in certain ways resembles the visagraph.

Science and invention begin to aid the blind; lending libraries of "talking books", which enable the sightless to read by ear, are an important develop-

ment. *Literary Digest*, 117, 1934, No. 18. p. 20.

Tells of the completion of experiments on the Talking book machine and on the manufacture of records, with short sketches on other inventions, such as the optophone and the visagraph.

STREHL, C. Die Blindenlesemaschine, wie sie ist und wie sie sein sollte. *Beiträge zum Blindenbildungswesen*, 3, 1932. pp. 34-37.

Considers various reading machines invented to benefit the blind, such as the optophone, Herz's "sound print", the Ries-Finzenhagen machine, a Russian machine invented by Professor Rosing of Leningrad, the visagraph, Thomas' photoelectrograph, and the apparatus invented by Dietl, which in certain ways is similar to the visagraph.



# THE DEAF-BLIND





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ALLEN, E. E. The deaf-blind. *Teachers Forum*, 3, 1931, No. 3. pp. 5-7.

An educator of the blind gives his views on the training and care of the blind deaf.

———. Education of defectives. Albany, J. B. Lyon, 1904. pp. 29-36. (Monographs on education in the United States, No. 15)

Some pages of this monograph is given over to an appreciation of the education of the deaf-blind, with references to Helen Keller and other well-known deaf-blind students.

ANAGNOS, M. Education of the blind; historical sketch of its origin, rise and progress. Boston, Rand, Avery & Co., 1882. pp. 57-62.

In tracing the history of the education of the blind, Dr. Howe's successor tells of his predecessor's work with Laura Bridgman.

———. Helen Keller. Reprinted from the 60th annual report of Perkins Institution. Boston, Wright & Potter, 1892. 248p.

Tells of Helen Keller's stay at Perkins Institution.

———. Thomas Stringer. *American Annals of the Deaf*, 51, 1906. pp. 473-487.

This report on the education of Thomas Stringer is taken from Perkins Institution, Annual Report, 1906.

ANDREWS, F. M. The work with the deaf-blind at Perkins Institution. *American Association of Instructors of the Blind*, 1936. pp. 39-41.

The first years of the special department for the deaf-blind at Perkins Institution.

Anecdotes of the deaf, dumb, and blind. *Chambers's Miscellany of Tracts*, 52, 1845. 32p.

Stories of James Mitchell, Laura Bridgman and some others.

ANREP-NORDIN, E. Extracts from the report of a journey in the United States. *Association Review*, 8, 1906. pp. 143-158.

The main object of this journey was to see Helen Keller and study the educational methods used in her case.

———. Königin Sofia Stiftung, Erziehungsanstalt für Taubblinde und Schwachsinnigblinde zu Wenersborg, Schweden; Überblick über die Entstehung und Wirksamkeit der Anstalt. Göteborg, Wald. Zachrisson, 1910. 44p.

The history and the activity of the institute for the blind deaf and blind feeble-minded in Wenersborg, Sweden.

ARNOULD, L. Une ame en prison. Paris, H. Oudin, 1900. 24p.

The education of Marthe Obrecht and Marie Heurtin at Larnay, France.

———. Ames en prison. Paris, G. Oudin & Cie., 1910. 477p.

Part I deals with the education of three deaf-blind pupils at Larnay, France; Part II surveys schools for the deaf-blind in other parts of the world; Part III gives a chronological list of well-known cases of deaf-blindness.

AYRES, M. C. Phillips Brooks in Boston; five years editorial estimates. Boston, George H. Ellis, 1893. pp. 113-119.

Contains an appendix giving an outline of Helen Keller's early religious training.

BALDUS, V. Von den Dreisinnigen. *Blindenfreund*, 42, 1922. pp. 42-46.

General survey of the status of the training of the deaf blind, especially in Germany.

BALIS, S. C. They who see darkly. *American Annals of the Deaf*, 67, 1922. pp. 99-111.

A teacher in a school for the deaf tells of her methods of teaching some deaf-blind pupils.

BARBOUR, F. W. Tad studies Latin. *Volta Review*, 36, 1934. pp. 265-268, 307.

Summary of notes taken in a first year Latin class, in which the only pupil is "Tad" Chapman, a deaf-blind boy of 18 years.

BARNES, F. G. The blind-deaf. *Teacher of the Blind*, 19, 1931. pp. 138-143.

This paper gives various information about the deaf-blind of Northern England, their number, their education and training, efforts made at giving them employment under necessary supervision, and what is done to encourage home activities among them.

BARRETT, E. M. Our deaf-blind children. *Defectives*, 1, 1905, No. 1. pp. 2-17.

A description, by the superintendent, of the deaf-blind pupils at the School for Defectives, Austin, Texas.

BARTLETT, R. M. They dared to live. New York, Association Press, 1937. pp. 76-80.

Chapter 3, I, "Two selves who became one: Anne Sullivan Macy and Helen Keller."

BLAXALL, A. W. Handicapped; being three short essays on the deaf, the blind, and the doubly-handicapped. Pretoria, Carnegie Corporation Visitor's Grant Committee, 1934. 113p.

Although this pamphlet is published in South Africa, the chapter on the deaf-blind deals mainly with observations made on a study trip to the United States of America.

BOLTON, S. K. Lives of girls who became famous. New York, Thomas Y. Crowell Co., 1925. pp. 314-326.

Includes a biographical sketch of Helen Keller.

BOOTH, A. Helen Keller, a living proof of the divine spark in the human brain. *Good Housekeeping*, 92, 1931, No. 4. pp. 34, 275-276, 279-280.

Impressions from a visit to Helen Keller's home in Forest Hills, in connection with her being included among the "Twelve most distinguished women in America."

BOWES, E. N. Wonder! language by touch and movements of fingers; remarkable narrative, history, and educational training of Miss Laura Bridgman and Oliver Caswell. Michigan City, The author, 1882. 41p.

The history of the training of Laura Bridg-

man and Oliver Caswell, based mainly on notes and writings by Dr. Howe.

BRADY, N. Anne Sullivan Macy, the story behind Helen Keller. Garden City, N. Y., Doubleday, Doran & Co., 1933. 365p.

The life story of the teacher of Helen Keller.

BROHMER, R. Wie soll man über Helen Keller denken? Berlin, "Harmonie", 190-? 56p.

A German criticism of reports of the education of Helen Keller, refusing to believe, among other things, that she herself wrote *The Story of My Life*.

BURDACH, C. F. Über blinde Taubstumme. *Journal für Chirurgie*, 4, 1845. pp. 215-234.

An early contemplation of the condition of the deaf-blind of the time with special reference to eleven well-known cases.

BUTLER, E. M. Helen Keller. Webb, *Famous Living Americans*, 1915. pp. 277-286.

Includes a biographical sketch of Helen Keller.

CABOT, R. C. Thank God for Helen Keller. *Survey Graphic*, 64, 1930. pp. 42-43.

A review of *Midstream* by Helen Keller.

CAPPON, Q. J. Levensbespiegelingen, blinden en doofstommen. Ter-Neuzen, S. Van Beilanus, 1862. 197p.

Among the biographies included in this book are also some of the deaf-blind persons well known in early educational history.

CARNEGIE, D. Five minute biographies. New York, Greenberg, 1937. pp. 95-99.

"The deaf, dumb and blind girl who was likened to Napoleon."

CARTRIGHT, S. Sightless in a soundless world; as told to Vera Russell. *Outwitting Handicaps*, 3, 1937, No. 16. pp. 5-8. Autobiography of a deaf-blind man.

CHAMBERLIN, J. E. Helen Keller as she really is. *American Annals of the Deaf*, 44, 1899. pp. 286-301.

Helen Keller's life story told by a friend.

CLARK, H. T. Talking gloves; a valuable means of communicating with the hard-of-hearing or the deaf and blind. Cleveland, The author, 1931. 18p.

A description of the talking gloves invented by Dr. William Terry, himself blind and deaf.

CLEMENS, S. L. Mark Twain's letters, edited by A. B. Paine. *Harpers Monthly*, 135, 1917. pp. 638-647.

Contains letters dealing with Helen Keller.

CLYDESDALE. Address on the deaf-blind. *New Beacon*, 19, 1935. pp. 72-73.

A short paper on the deaf-blind in England and Wales, giving data as to their number and general condition.

COATES, R. M. Profiles; blind . . . deaf . . . dumb. *New Yorker*, 5, 1930. Jan. 25. pp. 24-26.

Helen Keller is the subject of this sketch.

COCHRAN, M. Kinaesthesia and the piano. *Australasian Journal of Psychology and Philosophy*, 8, 1930. pp. 205-209.

A discussion of the value of the kinesthetic sense in giving to deaf-blind persons an understanding and appreciation of rhythm. Helen Keller and Helen May Martin, the deaf blind pianist are given as examples.

COHN, L. Unterricht einer Taubblinden durch einen selbst erblindeten Lehrer. *Berliner Klinische Wochenschrift*, 53, 1916. pp. 739-740.

Report on the education of a deaf-blind girl by a teacher who was himself blind.

COURSON, COUNTESS DE. Helen Keller's French sister. *Catholic World*, 86, 1907, No. 511. pp. 57-67.

The story of Marie Heurtin, the French deaf-blind girl educated at the Convent of Larnay.

CRAWFORD, M. C. Helen Adams Keller, A.B.; the most wonderful girl in the world shows how determination can overcome obstacles. *National Magazine*, 20, 1904. pp. 668-675.

The story of Helen Keller's graduation from Radcliffe College.

CRIPPS, V. E. Some aspects of deaf-blind life from the point of view of the sighted

and hearing companion. *New Beacon*, 21, 1937. pp. 145-148.

CZILY, A. Conversing with the blind-deaf. *Volta Review*, 12, 1910. pp. 77-85. (Abbreviated in *Literary Digest*, 40, 1910. p. 1173.)

An outline of a system of "touch-talk" which its inventor hopes will "allow a room-full of deaf-blind persons to converse, each with each other, with as little restraint as persons in the possession of all their five senses."

The deaf-blind—round table. *World Conference on Work for the Blind*, New York, 1931. pp. 394-396.

Contributions to the question of the education of the deaf-blind by educators from various parts of the world.

DEAN, L. E. Experimental sense training of a deaf-blind child. Reprinted from *Illinois Welfare Bulletins*, November, 1936. 16p.

A report of two months' experimental work with Joan Higgins, a deaf-blind child under the supervision of Dr. Robert H. Gault.

DE LAND, F. Helen Keller's flag. *Volta Review*, 16, 1914. pp. 357-360.

To Helen Keller, the flag means the spirit of fair play.

DEL VECCHIO, G. Elena Keller, l'ottimismo di una sordo-muta cieca. *Rivista d'Italia*, 14, 1911. pp. 125-137.

An Italian sketch on Helen Keller's life and education, based on a translation of her *Story of My Life*.

DICKENS, C. American notes and pictures from Italy. New York, E. P. Dutton & Co., 1921. pp. 30-44.

An account of the famous writer's visit to Perkins Institution and his observations of Laura Bridgman.

———. Three graces of Christian science. *Household Words*, 9, 1854. pp. 317-320.

In this article is described several cases of deaf-blindness found in various countries of Europe.

DONALDSON, H. H. Anatomical observations on the brain and several sense-organs of the blind deaf-mute, Laura



- Dewey Bridgman. *American Journal of Psychology*, 3, 1890. pp. 293-342.
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BIOGRAPHIES AND  
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## BIOGRAPHIES AND AUTOBIOGRAPHIES

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